



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

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Student Name: Nia Williams

Student Number: 1806523

CIPD Membership Number: 53274221

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: *N. Williams*

Date: October 18th 2018

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CIPD evidence matrix

(CEM1)

Candidate name: Nia Williams				CIPD Membership/registration No.: 53274221		
Qualification title: Diploma in CIPD level 5				Unique Learner No. (ULN): 1806523		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5CPD D	Developing professional practice in Human Resources	Activity 1	Programme of Study Handbook Apprenticeship information handbook Student code of conduct Course Timetable Managing your learning Induction questionnaire Code of Professional Conduct My Day Moodle Turnitin Student Services IT Helpdesk Library and Learning resources	1.1 1.2 1.2.1 1.3 1.4 1.5 1.6 1.7 1.8 1.9 1.10 1.11 1.12		
		Activity 2	N/A	N/A		
		Activity 3	Gantt Chart Induction Invite letter Spreadsheet of attendees Induction format Induction course form Sickness absence procedure form SA128 form Document detailing important websites Induction checklist Induction evaluation form Evaluation of induction process Improved induction day format Mind Mapping ideas around amendments to	3.0 3.1 3.2 3.3 3.4 3.5 3.6 3.7 3.8 3.9 3.10 3.11		

CIPD



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Word Count: 880

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Date: 14th October 2018

Developing Professional Practice in Human Resources

For this unit, a portfolio of evidence will be created which will be a combination of written responses/report, self assessment/CPD information and evidence generated in real work activities.

Activity 1

For this activity, I will identify and collect information relating to my IIR development programme by collecting relevant guidance/information.

The first evidence included is the **programme of study handbook (1.1)**. This booklet provided me with all information relating to the course leader's contact details, programme of study information, course duration details, information relating to the CIPD moderator, unit details such as the purpose and aim of the unit and information relating to CIPD membership and library and learning resources. This programme of study handbook can also be provided electronically on Moodle for everyone enrolled on the course.

The second piece of evidence provided is the **apprenticeship information handbook (1.2)**. This booklet explains that the apprenticeship programme is provided by the Welsh Government. This booklet helps understand what is expected from us and provides guidelines for success on the apprenticeship programme. It provides information relating to non-authorised absence, unforeseen absence, learner lateness and disciplinary procedures. It also states the **student code of conduct**, such as attend all lessons, report any absence by contacting the lecturer, be on time and take part fully. Other information provided is safeguarding, compliments and complaints and equality and diversity. The student code of conduct can also be found on moodle and in my evidence (1.2:1).

Also included is the **course timetable (1.3)** that was provided in induction. This timetable lists the date of workshops, the name of the modules, CIPD code for each module, University module code for each module, submission date and the method of assessment. This timetable acts similarly to a Gantt chart as it enables myself to plan and visually see when each assessment should be submitted.

I have also included a "**managing your learning**" document which explains that the CIPD diploma in HRM is a 90 credit qualification with a total qualification time of 900 hours (1.4). It explains that the hours are made up of "off the job learning", which is taught workshops, "on the job learning", which is the type of learning that will take place in the workplace, and "self study" which is additional reading to expand our knowledge to complete the assessments. The document allows myself to visually see how many credits each module is, the amount of guided learning and self study hours that should be dedicated to the course.

Also included, is the **induction questionnaire (1.5)**. This was given to us at the end of induction on the 19th of September. This was a document to confirm our understanding on essential aspects of the programme. Questions asked were examples such as "what is moodle?" "how many modules form part of the programme?", "what is eduroam?" and "what

is the name of the training advisor and course lecturer?”. This was later signed off by Julie Thomas to confirm we had successfully completed the document.

Also included as evidence is the **Code of Professional Conduct (1.6)** which can be found on the CIPD website. As a member of the CIPD along with 145,000 other members, certain standards and behaviours (obligations) are expected from us (CIPD, 2018). These can be grouped into headings of professional competence and behaviour, ethical standards and integrity, representative of the profession and stewardship. The CIPD takes the code of conduct seriously if anyone is in breach of the code.

There is also further support on the UWTSD website. **MyDay (1.7)** is a system that allows students to access online services and information such as Email, Moodle, library services, student support, as well as providing the latest information, news, events, forms and procedures.

Included is a screen shot of **Moodle (1.8)** which provides in class resources and information and interactive activities to support student learning. Moodle can be used to keep in touch with other students through online blogs and provides students with access to the course leader's details. Submitting assignments is also done through Moodle which will take the student to Turnitin.

Turnitin (1.9) is a web based solution which detects potential plagiarism by comparing students work against online resources/published work. Turnitin enables students to submit their assignments and allows the lecturer to provide feedback.

I have also included a screen shot of “**student services**” support on MyDay **(1.10)**. This service is offered to those students that wish to improve their study skills and have support/guidance on academic writing, critical thinking, presentation skills, planning and organisation and exam revision. If students wish to attend a study skills session, they can call in on any of the times advertised online.

In the evidence section there is also a screenshot of the **IT Helpdesk (1.11)** on the UWTSD website. Students experiencing any IT problems are advised to contact IT support on the number or email address provided on the website.

A screen shot of the **Library and Learning resources** website is also included **(1.12)**. The library and learning service aims to support students by providing the learning resource needs. This part of the university website allows the student to access the online library for journal articles relating to the area of research. It also gives the student an option to borrow books from any UWTSD Campus.

Bibliography

CIPD, 2018. *Code of Professional Conduct*.

Available at: <https://www.cipd.co.uk/about/what-we-do/professional-standards/code>

[Accessed 18 October 2018].

Evidence for Activity 1



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PROGRAMME OF STUDY HANDBOOK

CIPD Level 5 Diploma in Applied Human Resources

THE BUSINESS SCHOOL

2017-2018

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INTRODUCTION

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

The Higher Apprenticeship will enable apprentices to develop knowledge and skills in human resource management, while being employed and earning a salary.

Employers will have a chance to expand their human resource function and better support their most valuable asset: their people.

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

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

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

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

ABOUT THIS HANDBOOK

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study at Level 5 in the academic year 2017-2018.

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



colegsirgâr

Employer Information Booklet



Coleg Sir Gâr Graig Campus Sandy Road Pwll Llanelli SA15 4DN	Coleg Sir Gâr Ammanford Campus Dyffryn Road Ammanford SA18 3TA	Coleg Sir Gâr Gelli Aur Campus Gelli Aur Llandeilo SA32 8NJ	Coleg Sir Gâr Pibwrlwyd Campus Pibwrlwyd Carmarthen SA31 2NH	Coleg Sir Gar Jobs Well Campus Jobs Well Road Carmarthen SA31 3HY
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'These programmes are part funded by the European Social Fund through the Welsh Government'



Croeso I Coleg Sir Gâr / Welcome to Coleg Sir Gâr

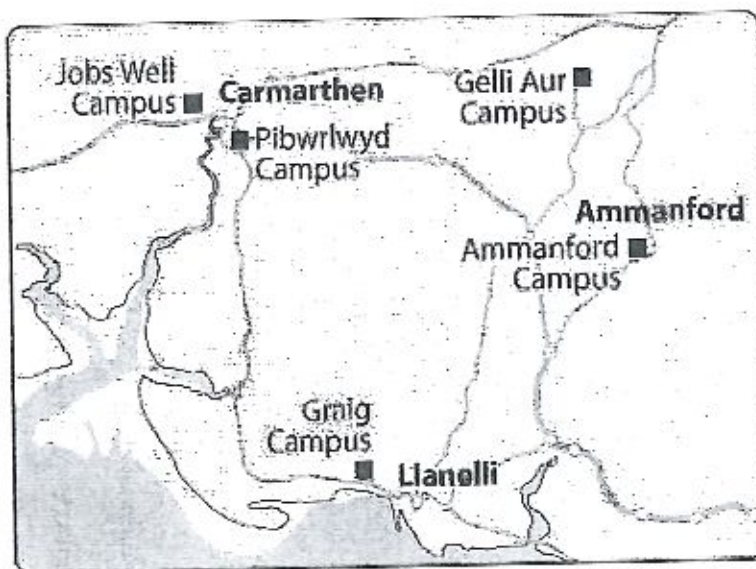
Coleg Sir Gâr 's Mission Statement

Bod yn rhagorol – y Coleg dewisol

To be excellent – The College of choice

COLLEGE PROFILE

Coleg Sir Gâr is a large, multi-site, Further Education College. It has approximately 10,000 learners of which some 3,000 are full time and 7,000 are part time. There are approximately 950 higher education learners.



The College is based in South West Wales and has five main campuses at Llanelli (Graig), Carmarthen (Pibwrlwyd and Jobs Well), Ammanford and Llandeilo (Gelli Aur). It also offers its provision on line, via partnerships at community locations and in the workplace. Campuses vary in size and nature and offer a variety of subjects. Generally, subjects are not duplicated across campuses unless very high demand warrants this.

The College has a comprehensive and broad range of academic and vocational education and training programmes. These range from pre-entry to postgraduate level, providing service to the whole learning community. It offers further education, adult and community learning, higher education and work based learning. It also provides for large numbers of 14-16 school pupils who attend the College or are taught by College staff at their schools.

The College has an annual turnover of £30m and employs a total of 854 staff. Of these 451 are directly involved in teaching and 403 in support and administrative functions.

Apprenticeship and Traineeship programmes are contracted to Training Providers by the Welsh Government. **Coleg Sir Gâr delivers its work based learning provision within a consortium of training providers (B-wbl) led by Pembrokeshire College.** Members include:

PRP Training Ltd, Cymru Care Training Ltd, Coleg Gwent, Bridgend College, The People Business Wales and Track Training, Coleg Ceredigion, The College Merthyr Tydfil and Tydfil Training.

This guide will help employers understand what is expected of all parties involved in the delivery of work based learning, particularly Coleg Sir Gâr's associated policies and procedures to support employers in ensuring that learners have an enjoyable learning experience and achieve their desired outcomes. .

To be eligible for the funding for the Apprenticeship programmes, commitment is required from the employer, College and learner to achieve all aspects of the framework that underpins the Apprenticeship. Employers are required to:

- Provide a work-based induction for the learner to include aspects of health and safety as a minimum;
- Release the learner to attend off the job training at the College;
- Allow the training advisers to undertake reviews of progress within the stipulated 31/61 days(dependant on the programme) to ensure that the learner is progressing in a timely manner; and
- Promote Literacy, Numeracy, Welsh Language and Culture and ESDGC (Education for Sustainable Development and Global Citizenship) within the workplace.

WHY APPRENTICESHIPS?

In the current economic climate when training budgets are reduced and recruitment is difficult, there has never been a better time to invest in the Apprenticeships programme in Wales.

Apprenticeships deliver real returns to your bottom line. Investment in apprentices, whether existing staff or by recruiting new employees, is rewarded by motivated and enthusiastic staff that are loyal to your company.

Well trained and effective employees are more important than ever for the success of businesses. Having a good team with the right skills can help you meet business challenges such as competition, growth and innovation. Whether you decide to develop your existing staff or recruit new employees as apprentices, your business will benefit from apprenticeship programmes.

WHAT TRAINING IS INVOLVED?

Each apprenticeship programme includes an industry approved framework specific to the needs of a particular industry or occupational area.

Apprentices will get hands on experience, off the job and on the job training whilst gaining industry recognised qualifications leading to a nationally recognised framework of qualifications.

-  Work based qualification - on the job training - providing the practical skills that are specific in that occupation.
-  Technical Certificate - off the job training - this is the underpinning knowledge required for the framework and is usually delivered in College on a day release basis.
-  Essential skills are work related skills that are transferrable. These include Communication, Application of Number and ICT.
-  Employment Rights and Responsibilities ensure that apprentices have a full understanding of their responsibilities and rights as workers and the procedures and structures within their workplace.

Key cross cutting themes include Literacy, Numeracy, Welsh Language and Culture and ESDGC (Education for Sustainable Development and Global Citizenship) are embedded into all aspects of the programme.

Work based learning requires a high degree of involvement and support from employer managers and supervisors. Much of the learning takes place in the workplace and focussed around the development of the apprentice within their current job role. Apprenticeships can only work effectively if the employers are fully involved.

This guide is intended to help workplace managers and supervisors manage the on the job training of apprentices more effectively. It also highlights good practice in enabling involvement and understanding of workplace managers and supervisors in the delivery of work based learning.

STAGES OF APPRENTICESHIP TRAINING

The following sections provide guidance for the different stages of the apprentice training.

INDUCTION

Having recruited the right person you will want to ensure that they stay with you for a reasonable length of time. One way of ensuring this is by providing a well-planned induction programme. Induction training will help learners settle in quickly into your work force by helping them to understand and appreciate the environment in which they are based and the job they are expected to do. We will complement this by providing an induction to tell them about their learning programme.

Coleg Sir Gâr will:

-  provide induction training for learners on their training programme;
-  explain about work-based learning and the role of everyone in the process;
-  advise you on workplace induction and initial training;
-  explain how the framework is achieved;
-  explain to learners their rights and responsibilities;
-  check that learners have understood the information which they have been given at induction; and
-  provide learners with written information to support what they have been given during induction, which they can refer to in the future.

Employers will:

-  show learners where everything in the workplace is;
-  introduce them to the people they will work with and their supervisor;
-  train learners in the health and safety of your workplace;
-  explain your company's policies and procedures;
-  inform learners of their conditions of employment;
-  provide learners with basic information about the job which they will be doing;
-  provide the learner with a mentor; and
-  where appropriate issue Personal Protective Equipment (PPE)

LEARNING IN THE WORKPLACE

To help you to get the best from your apprentice and to develop their skills and knowledge, we will jointly plan a learning programme that meets both their needs and your needs as an employer. An **individual learning plan** will be developed for each learner, which shows what training they will receive, both on and off-the-job, to ensure that they achieve their qualification. The plan will also identify any additional support that they may require, and we will take into account their current knowledge, skills and experience when doing this. We will ensure that your staff are provided with all the information they require to understand the learner's programme. For example:

-  Understand what is involved with the framework that the apprentice is undertaking ;
-  Help the apprentice to develop their skills by providing the opportunity to learn a range of skills through job rotation across different areas ;
-  Place apprentices with occupationally competent managers or supervisors; and
-  Allow the apprentice to progress with skills during the period of the programme by providing the opportunities to gather relevant evidence.

PROGRESS REVIEWS FOR THE APPRENTICE

To ensure that learners are achieving the most out of their learning programme it is important to monitor their progress at regular intervals - 31 day maximum for Traineeship programme and 61 days maximum for Apprenticeship programme. This will ensure that any additional learning or support needs that are identified are properly addressed. We will fully involve the learners' supervisors and agree with them what is the

best time for these monitoring sessions to take place, so as not to cause disruption normal workplace activities.

Coleg Sir Gâr will

- ☐ Organise a schedule of regular review meetings;
- ☐ Involve the learner and the workplace supervisor in the review ;
- ☐ Record the progress made by the learner;
- ☐ Identify additional learning and support needs and amend the learning p accordingly; and
- ☐ Agree and record actions and targets between this and the next review.

Employers will

- ☐ Let us know how the learners are progressing in the workplace;
- ☐ Advise us of any concerns which you may have regarding the learner's progress;
- ☐ Attend learner progress reviews; and
- ☐ Advise on workplace learning and assessment opportunities that may occur in t period to the next review.

ASSESSING THE APPRENTICES COMPETENCE

To achieve a framework, learners are required to collect evidence to demonstrate th they are competent in a range of different activities. Each learner is allocated a traini adviser/assessor who will discuss and agree the best way of providing evidence to rea the national standard. This will involve collecting material which occurs normally with the workplace or organising activities to demonstrate particular skills. The assessor v observe learners carrying out tasks within the workplace, to make sure that their work consistent and that the standard of work required can be reached over and over aga They will also examine pieces of work or information which learners have collected demonstrate competence. The role of the workplace assessor is of key importance a our staff can fulfil this role for you.

Employers will:

- ☐ Identify assessment opportunities in the workplace;
- ☐ Enable the apprentice to collect evidence of the work that they have bee done; and
- ☐ Sign statements to confirm the apprentice's competence by use of witne statements, site diaries or job logs.

SUPPORTING THE APPRENTICES

Occasionally some learners, particularly those that come straight from school, will want to change their mind regarding their choice of career and their learning programme. We will work closely with you to ensure that learners are given proper support and that any potential problems are identified and addressed as early as possible.

Employers will:

-  Ensure that apprentices understand the framework to support their progress;
-  Provide the opportunities for the apprentice to practice the skills learned off the job;
-  Encourage apprentices to attend the off the job training; .
-  Be aware of any problems or difficulties which may be facing apprentices and share these concerns with us – we are here to help you.

EQUALITY OF OPPORTUNITY

We at Coleg Sir Gâr operate and promote a policy of equality and diversity throughout the whole of our provision. We aim to treat learners fairly and equally during their programme and ensure that they understand who to approach if they have a complaint. We hope that your commitment to ensuring equality of opportunity will be the same as ours.

Employers will:

-  Comply with equal opportunities legislation;
-  Ensure equality of opportunity in selection and recruitment;
-  Take immediate action against discrimination;
-  Treat all apprentices fairly and equally;
-  Ensure that apprentices are not bullied, harassed or made to feel unwelcome; and
-  Ensure that the apprentices understand who to contact if they have a complaint or are being treated unfairly.

COMMUNICATION

Employers will:

-  Keep in regular contact with the training adviser/assessor, and
-  Ensure that the workplace supervisor attends every review of progress.

HEALTH AND SAFETY

We have a commitment to health and safety and ensure employers have good health safety practice and management.

Employers will:

- ☐ Ensure the health, safety and welfare of the apprentice;
- ☐ Comply with health and safety legislation;
- ☐ Inform the apprentice about who is responsible for health and safety;
- ☐ Provide initial and on-going health and safety training; and
- ☐ Report any accidents concerning learners to the Curriculum Area Head, Coleg Sir Gâr immediately.

STANDARDS

All educational providers are subject to inspection by Estyn, a Government body which inspects quality and standards in education and training providers in Wales. The views and comments of our learners and employers play a crucial part of this process.

Employers will:

- ☐ Provide feedback to us on the quality of the training and provision that we are providing via an annual questionnaire;
- ☐ Take part in discussion with the inspectors as required; and
- ☐ Allow inspectors to discuss the learning experience with the learners.

Whether you take on a new apprentice or are up skilling existing staff through an apprenticeship programme there will be no cost to your company for the training and the associated support as this funding is made to Coleg Sir Gâr through the European social fund and Welsh Government.

GUIDELINES FOR SUCCESS ON THE APPRENTICESHIP PROGRAMMES WITH COLEG SIR GÂR

ATTENDANCE POLICY

All learners are required to attend all of their timetabled classes unless their absence is authorised or unforeseen.

Non-notified absence is unacceptable and may lead to disciplinary action being taken by the College.

AUTHORISED ABSENCE

The following is a list of absences that the College defines as 'authorised'. The learner must inform their training adviser/assessor and subject tutor(s) in advance of the 'authorised' absence. These include:

-  a medical or similar appointment that cannot normally be arranged outside College hours (this does not include routine dentist or optician's appointments but could include regular appointments with a recognised counsellor or social worker);
-  a religious holiday(s) provided that this has been agreed in advance with the personal tutor;
-  a visit to a university to attend an open day or interview or a career related interview;
-  a need to look after a family member or other person for whom the learner acts as a personal carer, but not on a regular basis (where this is regularly affecting studies, staff should discuss with the learner ways to address the issue and, if appropriate, make changes to the learning plan);
-  a non-college special activity such as participating in drama, music or sport or volunteering. The College will only agree absences for events that reflect a significant level of achievement, for example a national or regional event;
-  attendance at a probation or court meeting;
-  attendance at the funeral of a close family member;
-  a driving test;
-  attendance at Governors / course representative meetings;
-  family holidays (only in exceptional circumstances and must be agreed in advance by a member of the Curriculum Area Management team);
-  study based work experience or work placement;

NON - AUTHORISED ABSENCE

The following is a list of absences that the College defines as 'non -authorised'.

-  work, either part or full – time;
-  leisure activities;
-  birthdays or similar celebrations;
-  babysitting or looking after brothers and sisters;
-  shopping;
-  driving lessons.

UNFORESEEN ABSENCE

If a learner is absent and it is unforeseen, they should: -

-  telephone their College campus office before 10.00 am on the day of absence and give a reason for the absence (this phone number will be provided at Induction);
-  provide evidence, if authorised or unforeseen, for their absence on their return to College.

MONITORING ATTENDANCE AND INVESTIGATING ISSUES

All learners are required to attend all of their timetabled classes unless their absence is authorised or unforeseen. If the attendance of a learner falls **below 92%** on a course then an investigation may be undertaken by the course leader or member of the Curriculum Area Management Team.

Depending on the outcome of the investigation, the College disciplinary procedure may be applied by a member of the Curriculum Area Management Team. In exceptional cases an interim target of below 92% may be set for individual learners by a course team member depending on their personal circumstances.

LEARNER LATENESS

All learners are required to be punctual for all of their timetabled classes unless their lateness is unavoidable. Avoidable lateness is unacceptable and may lead to disciplinary action being taken.

Lateness is defined as arriving at a timetabled session more than 5 minutes after the scheduled start of that session.

Any learner arriving more than 5 minutes after the start of a timetabled session will be marked as late in the register.

Lecturers should not refuse entry to learners who are late.

Learners will be expected to account for their lateness and where such account is not forthcoming, the lecturer will seek an appropriate moment to discuss reasons for lateness with the learner. This must be carried out with appropriate sensitivity and must respect a learner's right to confidentiality and privacy.

Where a learner is persistently late, the College disciplinary procedures will be instigated. Where the reason for their lateness is beyond a learner's control, lecturers must identify what, if any, adjustments can be made to either timetables or lesson plans to ensure the learner is not disadvantaged.

DISCIPLINARY PROCEDURES

The college is a community and aims to promote an ethos of mutual respect and good standards of behaviour to allow everyone to benefit from their time at college and to achieve their personal goals. It is the responsibility of all learners and staff to ensure that good standards of behaviour and discipline are maintained.

The college disciplinary Procedure consists of four stages:

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

Stage two – First Written Warnings for recording more serious breaches

Stage three – Final Written Warning for recording serious and substantial breaches

Stage four – Exclusion for dealing with matters judged to be gross misconduct.

STUDENT CODE OF CONDUCT

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

SAFEGUARDING

No-one deserves to be a victim of bullying. Everyone has the right to be treated with respect. This college recognises its responsibility to respond to these issues to ensure positive learning environment for all.

Students and parents should be assured that they will be supported and listened to when bullying is reported.

COMPLIMENTS AND COMPLAINTS

If you feel that any concern raised has not been dealt with, once Coleg Sir Gâr ' processes have been followed, you have the right to contact the B-wbl Consortium for further assistance. Please contact the Consortium Manager on 01437 753177.

EQUALITY AND DIVERSITY

The Equality Act 2010 (the Act) brings together and replaces the previous anti-discrimination laws with a single Act. It simplifies and strengthens the law, removes inconsistencies and makes it easier for people to understand and comply with it.

The new general duty covers the following protected characteristics:

Age; Gender reassignment; Sex; Disability; Pregnancy and maternity; Sexual orientation; Race – including ethnic or national origin, Colour or nationality; Religion or belief – including lack of belief.

We have addressed equality and diversity issues in many aspects of the learner's experience at college. This includes induction, tutorial programmes, aspects of teaching and learning and the college Code of Conduct. Our "Respect @colegsirgar" Campaign is a key element of our work to actively promote equality and diversity within the college community.

BILINGUALISM

Coleg Sir Gâr has adopted the principle that in providing education and training, it will treat the English and Welsh languages on the basis of equality. The college has operated a Welsh Language scheme since May 2000, one of the first two further education colleges in Wales to do so.

The college's strategic aim is to promote a bilingual culture, the Welsh language and ethos within our college.

Students will be advised on the benefits of bilingualism – the economic advantages, the cultural and social context and the need for Welsh speakers in certain specialised vocational fields.

71% of employers in Wales say that bilingual skills are desirable for job roles in their businesses. With organisations in all sectors offering more and more bilingual services, they obviously need people with bilingual skills to deliver them. And, in the workplace, the ability to speak or write in Welsh and in English is a valuable skill, just like IT skills.

How can bilingualism benefit the employer?

- Improving the quality of customer service;
- Attracting new customers;
- Increasing customer loyalty;
- Creating an attractive work environment for local people who have already gained bilingual skills through primary and secondary education;
- Harnessing goodwill at relatively low cost;
- Gaining a marketing edge over competitors;
- Creating a workforce that is supportive of diversity and tolerant of other cultures.

The Welsh Language Board found that giving a company or a product a Welsh name brand made it a 'premium product' in a highly competitive global market.

ESDGC (Education for sustainable Development and Global Citizenship)

ESDGC is about preparing individuals for the challenges facing the planet in the 21st Century and beyond.

"The National Assembly for Wales will promote development that meets the needs of present without compromising the ability of future generations to meet their own needs. This means that we will integrate the principles of sustainable development into our work & seek to influence others to do the same."

(Extract from the Assembly's Sustainable Development Scheme)

ESDGC has seven main themes which identify with the real world. These themes should be incorporated into the lives of every individual each day.

The seven themes are:

- Wealth and Poverty
- Health
- Natural Environment
- Climate Change
- Identity and Culture
- Choices and Decisions
- Consumption and Waste

(EVIDENCE 1:2:1)



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SE1: Student Code of Conduct

Introduction

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

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

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

General Principles

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

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

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

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

Definitions

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

People

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

People

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

Property

Disciplinary Process	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Causing Damage To University Property	Causing damage to University property or the property of students or employees of the University or visitors to the University	Expulsion Suspension/Exclusion Restrictions/Conditions Requirement to make good the damage caused at his/her expense Fine
Causing Minor Damage To University Property	Causing minor damage to University property or the property of students or employees of the University or visitors to the University	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine
Unauthorized Entry Onto Or Unauthorized Use Of University Premises Misappropriation Of University Property Fraud Taking Property Belonging To Another Without Permission	Unauthorized entry onto or unauthorized use of University premises Misappropriate any University property, funds, or assets Fraud Taking property belonging to another without permission	Expulsion Suspension/Exclusion Restrictions/Conditions
Misuse Of University Property (For Example Computers And Laboratory Equipment)	Misuse of University property (for example computers and laboratory equipment)	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine Behavioural Contract
Act/Omission That Did Cause Or Could Have Caused Serious Harm On University Premises Or During University Activities (For Example, Disabling Fire Extinguishers Or Possessing/Supplying Controlled Drugs)	Act/omission that did cause or could have caused serious harm on University premises or during University activities (for example, disabling fire extinguishers or possessing/supplying controlled drugs)	Expulsion Suspension/Exclusion Restrictions/Conditions Restitution of damage
Act/Omission That Did Cause Or Could Have Caused A Health And Safety Concern On University Premises (For Example, Smoking Cigarettes In Non-Designated Areas, Disabling Smoke Detectors)	Act/omission that did cause or could have caused a health and safety concern on University premises (for example, smoking cigarettes in non-designated areas, disabling smoke detectors)	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine

University

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

Timetable – CIPD Diploma in Applied Human Resources 2018-2020

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
19 th September 2018	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
26 th September 2018	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 22/10/18 Part Two – 11/2/19	Part One - Written response. Part Two - Research Report.
17 th October 2018	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	19/11/18 plus submission of updated Personal Development Plan on 18/5/20	Portfolio of Evidence
14 th November 2018	Understanding the Contemporary HR Function	5CMHR	BMPD5003	21/12/18	Slides and notes pages
12 th December 2018	Understanding the Business Context of HR	5CBIC	BMPD5001	28/1/19	Written report, analysis notes
16 th January 2019	AM: Understanding the Business Context of HR PM: Understanding Employment Law	5CELW			
13 th February 2019	Understanding Employment Law	5CELW	BMPD5004	11/3/19	Written answers to questions
6 th March 2019	Understanding the Management of Employment Relations	5KCER	BMPD5008	29/4/19	Written answers to questions
3 rd April 2019	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	10/6/19	Slides and notes pages
1 st May 2019	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	1/7/19	Portfolio of Evidence
5 th June 2019	Understanding Employee Engagement	5KEEG	BMPD5007	29/7/19	Briefing paper
3 rd July 2019	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	18/9/19	Portfolio of Evidence
18 th September 2019	Understanding the Management of Change	5KMOC	BMPD5010	4/11/19	Slides or screen shots with notes pages

16 th October 2019	Contributing to the Management of Change	5AMOC	BMPD5015	25/11/19	Portfolio of Evidence
13 th November 2019	Skills Workshop				
11 th December 2019	Understanding Coaching and Mentoring in the Organisation	5KDCM	BMPD5009	20/1/20	Briefing paper
15 th January 2020	Contributing to Coaching and Mentoring in the Organisation	5ADCM	BMPD5014	9/3/20	Portfolio of Evidence
12 th February 2020	Skills Workshop				
11 th March 2020	Understanding Resourcing and Talent Planning	5KRTP	BMPD5005	20/4/20	Written answers to questions
8 th April 2020	Contributing to Resourcing and Talent Planning in the Organisation	5ARTP	BMPD5011	27/5/2020	Portfolio of Evidence
13 th May 2020	Developing Professional Practice	5CDPP	BMPD5000	18/5/20	Personal Development Plan Update

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

How to manage your learning:

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

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

The Business School

12th September 2018

Induction QuestionnaireDiploma in Applied Human ResourcesSeptember 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	PIBIREWYD MONTHLY - EVERY WEDNESDAY 9.30-4.30
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	September - July.
4.	What is Moodle?	- access information for course
5.	What is Eduroam?	- access reading material wifi
6.	What is Turnitin?	upload assignments
7.	Do you know when you are required to hand in work?	yes
8.	What is the core text for this programme?	Studying human resources Stephen Taylor & Carol Woodhams
9.	Do you know how to access the library catalogue?	yes
10.	Do you know who to go to if you have a question/concern about the course?	Studentsupport / Julie
11.	What is the name of the Training Adviser?	Alison Williams
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	yes
14.	Do you need to be a member of the CIPD?	yes
15.	What support is available for study skills?	student support CIPD.
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 access to the student handbook and time-table?	yes
20.	What academic level is this qualification?	level 5 diploma

Name: NIA WILLIAMSSigned: N. Williams

CIPD Membership Number (to be added when available):

Signature of Lecturer: Date: 6/11/18

Code of Professional Conduct

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

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

1 Professional Competence and Behaviour

Members of the CIPD shall:

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

2 Ethical Standards and Integrity

Members of the CIPD shall:

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

3 Representative of the profession

Members of the CIPD shall:

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

4 Stewardship

Members of the CIPD shall:

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

(1.1.1)

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BWLETIN MYFYRWYR

STUDENT BULLETIN

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and Dewi Sant
of Wales

Organisational
Performance

📁 Contributing to
Improving Organisational
Performance

📁 Understanding Employee
Engagement

📁 Contributing to Employee
Engagement in the
Organisation

📁 Understanding the
Management of Change

📁 Contributing to the
Management of Change

📁 Understanding Coaching
and Mentoring in the
Organisation

📁 Contributing to Coaching
and Mentoring in the

CIPD Diploma in Applied Human Resources

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General

📢 Announcements

[Lecturer Contact Details](#)

Julie Thomas

I am available to answer your queries from
Monday to Friday, 9am to 5pm in Term Time.

Email: julie.thomas@uwtsd.ac.uk

Telephone: 01792 481233

I am also available on Skype (please email me to
arrange a time).

Please follow me on LinkedIn as I regularly share
articles and other resources that are highly
relevant to this programme.

Upcoming events

📅 Turnitin Link for
Assessment Activity One 5CIHR
Using a Research Approach in
HR - Part 1
Monday, 22 October, 11:59 PM

📅 DRAFT check - Activity 1 -
Part 1
Monday, 22 October, 11:59 PM

📅 Blog - Critically Review a
Peer-reviewed Article
Friday, 26 October, 11:59 PM

[Go to calendar...](#)

My Submissions

Part 1

Title	Start Date	Due Date	Post Date	Marks Available
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🚫 Turnitin Link for Assessment Activity One 5CIHR Using a Research Approach in HR 39 - Part 1	19 Sep 2018 - 09:00	22 Oct 2018 - 23:59	23 Nov 2018 - 09:00	100
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Summary:

Please use this link to upload your written response (Activity one). All reference sources should be acknowledged correctly and a bibliography provided where appropriate (excluded from the word count).

🔄 Refresh Submissions

Submission Title	Submitted	Similarity	Grade
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📄 View Digital Receipt	17/10/18, 18:21	21%	-
Using Research in Human Resources (Activity 1)	93055093		📄

(1.10)

Sgiliau Astudio

Os hoffech ddatblygu'ch sgiliau astudio, mae gan y tîm Gwasanaethau Myfyrwyr nifer o staff a gallai eich helpu. Gall Darlithwyr Cymorth cynnig help gyda:

- Ysgrifennu academaidd
- Meddwl yn feiniadol
- Sgiliau cyflwyno
- Cynllunio a threfnu
- Adolygu ar gyfer arholiadau

Os hoffech chi fynyachu sesiwn Sgiliau Astudio, gallwch aiw i mewn am unrhyw un o'r amseroedd sydd wedi'u rhestru isod. **Nodwch taw nid sesiynau i ddarlenn dros waith yw Sgiliau Astudio a bod nhw ddim ond ar gael yn ystod y tymor brifysgol.**

Caerfyrddin Adelldd Myddfai, Gwasanaethau Myfyrwyr	Llambed Adelldd Caergaint
Dydd Llun: 1-4yp	Dydd Llun: 12-3yp - Julie Davies
Dydd Mawrth: 1-4yp	Dydd Mawrth: 4-7yh - Blue Powell (Nystafell Darllen Confucius 2)
Dydd Mercher: 2-5yp	Dydd Mercher: 10yb-1yp - Lindsay Roberts 11yb-1yp - Ian Humphery (sesiwn dechnoleg gynorthwyl ymroddedig)
Dydd Iau: 5yb-12yp	Dydd Iau: 12-3yp - Kate Butler 12-2yp - Ian Humphery (sesiwn dechnoleg gynorthwyl ymroddedig)
Dydd Gwener: 5yb-12yp	Dydd Gwener: 12-3yp - Ian Richards
Abertawe - Alex AAG01B	Abertawe - Campws Busnes Abertawe ASG13 (trwy'r fynedfa ger Swyddfa'r Gyfadran)
Dydd Llun: 3-5yp - Suzanne Callen	Dydd Llun: 11yb-1yp - Hannah Meiklejohn
Dydd Mawrth: 3-5yp - Suzanne Callen	Dydd Mawrth: 11yb-1yp - Brian Manton

Study Skills

If you would like to improve your study skills, the Student Services team have staff members who can help you. Support Lecturers can offer guidance with:

- Academic writing
- Critical thinking
- Presentation skills
- Planning and organisation
- Exam revision

If you would like to attend a Study Skills session, you can call in for any of the times advertised below. **Please note that Study Skills sessions are not for proofreading and are only available during term time.**

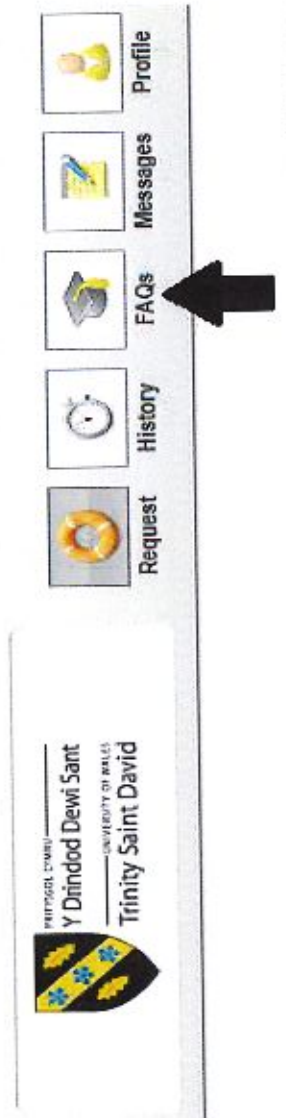
Cardmarthen Myddfai Building, Student Services	Lampeter Canterbury Building
Monday: 1-4pm	Monday: 12-3pm - Julie Davies
Tuesday: 1-4pm	Tuesday: 4-7pm - Blue Powell (Confucius Reading Room 2)
Wednesday: 2-5pm	Wednesday: 10am-1pm - Lindsay Roberts 11am-1pm - Ian Humphery (dedicated Assistive Technology session)
Thursday: 9am-12pm	Thursday: 12-3pm - Kate Butler 12-2pm - Ian Humphery (dedicated Assistive Technology session)
Friday: 9am-12pm	Friday: 12-3pm - Ian Richards
Swansea - Alex AAG01B	Swansea - Swansea Business Campus
Monday: 3-5pm - Suzanne Callen	ASG13 (via entrance near Faculty Office)
Tuesday: 3-5pm - Suzanne Callen	

- ▶ Online Guides
- ▶ Service Desk Help System
- ▶ Student – Support Guide FAQs
- ▶ Email Phishing & Spam

We continue to develop our IT Service Desk system. Below details some of the features and recent changes.

Not only have we upgraded the software to enable new features but it is also now available off campus and so can be logged onto via <https://webhelp.uwtsd.ac.uk> on any internet enabled device.

We are also developing our FAQs as part of the Service Desk that address some of the more common questions asked of the Service Desk. When logging on you will see the icon for FAQs at the top of the page.



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University of Wales
Trinity Saint David

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources (Activity 2)

Word Count: 865

Student Name: Nia Williams

Student Number: 1806523

CIPD Membership Number: 53274221

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: *N. Williams*

Date: 19th October 2018

Activity 2

This report will explain how the CIPD HRPM professional areas and bands define the HR profession. This report will also explain why the HRPM behaviours are essential to being an effective HR professional.

According to (CIPD, 2015), the Profession map includes the knowledge, activities and behaviours needed for a HR professional". This map is important for not only the HR professional but for the organisation too and it can be used by all HR professionals regardless of their role and experience. The map helps define what makes a good HR professional, what areas are needed for improvement/success and helps build knowledge and recognise achievement. According to (Woodhams, et al., 2016, p. 110), this map is used to "define or benchmark a person's HR capability".

The CIPD website (CIPD, 2015) lists the advantages of the profession map for professionals. It can be used for CPD planning, preparation for CIPD membership, help with interview preparation and learning about the profession. The advantages for the organisation is that it can identify skills needed to make change happen in the organisation, help build competency framework, understand the behaviours needed for success and what areas need to be developed.

The Profession Map contains four bands of professional areas, ten professional areas and eight behaviours.

The bands of professional competence are the contribution that individuals make at each stage of their HR career (CIPD, 2015). Band 1 is for those HR professionals that support colleagues with administration tasks. Band 2 is where professionals advise/manage HR related issues. Band 3 is where professionals lead an area acting as a consultant/partner. Band 4 leads and manages a professional area. Guidelines are provided where it gives advice on how to move through each band. The guidelines to determine whether you have transitioned to the next band are provided on the CIPD website (CIPD, 2015). These include:

- "Where time is spent and what is important".
- "The new skill focus".
- "What is let go?".

The professional areas describe "what you need to do, and what you need to know for each area at each band" (Personnel Today, 2009).

There are two professional areas at the core of the profession map according to (CIPD, 2015). These include, the **leading HR** (where the individual in the organisation acts as a role model by supporting and developing others in the organisation and measuring their performance) and **The Insights, strategy and solution** (knowing the organisation well and tailoring strategies/solutions to meet the needs of the organisation).

The other 8 additional areas consist of **Organisation design** (ensure the company is designed in a way to deliver maximum impact for now and in the future). **Organisation development** (identify the capabilities needed and align the processes, company strategy and people to achieve the company goals). **Resourcing and talent planning** (ensure the correct resources, skills and people are in place to achieve the company ambitions). **Learning and**

development (build capabilities and knowledge in the organisation to meet strategy). **Performance and reward** (deliver programmes that reward and recognise key employee capabilities, skills and behaviour to maintain high standards. **Employee engagement** (work towards improving and strengthening relationships between employees and the organisation. This will enable employees to feel more satisfied which will lead to the success of the organisation). **Employee relations** (to make sure that a framework is in place to manage the relationship between employees and the organisation). **Service delivery and information** (to make sure that excellent customer service is being produced across the organisation and quality processes are being applied).

There are 8 behaviours a HR professional needs to carry out in their activities according to (CIPD, 2015). These behaviours include, being **curious** for instance, being focused for the future, being open minded and being innovative. This will add value to any organisation (HR Magazine , 2013). **Decision thinking** is also a behaviour that makes an effective HR professional. They have the ability to interpret the data, analyse it and make recommendations and conclusions from it. **Skilled influencer** is also important as it's essential to gain commitment and support from stakeholders to add value. **Personally credible** is also needed to be an effective HR professional as it's important to build and deliver professionalism through expertise and business to add value to organisations/stakeholders. **Collaborative** is important as it allows HR professionals to work successfully with people, both internally and externally. **Driven to deliver** behaviour is also vital to have as having determination is essential to get the best results. **Courage to challenge** is an additional behaviour that is important for a HR professional as it's important to have courage and confidence to speak up and challenge others. **Role model** is a behaviour that someone in the HR profession should have as it's important to act with honesty and independence.

To conclude, the profession map includes the activities, behaviours and the knowledge needed for HR professionals. The Profession Map contains four bands of professional areas, ten professional areas and eight behaviours. The professional areas describe what you need to do, and what you need to know for each area at each band. The 8 behaviours listed above are important in order to carry out HR activities well and contribute to the organisational success.

Bibliography

CIPD, (2015). *The CIPD Profession Map*. Available at: https://www.cipd.co.uk/Images/the-cipd-profession-map-standard-format_tcm18-9814.pdf [Accessed 19 October 2018].

HR Magazine, (2013). *HR needs to harness curiosity*. Available at: <http://www.hrmagazine.co.uk/article-details/hr-needs-to-harness-curiosity> [Accessed 20 October 2018].

Personnel Today, (2009). *CIPD reveals HR profession map to replace old standards*. Available at: <https://www.personneltoday.com/hr/cipd-reveals-hr-profession-map-to-replace-old-standards/>. [Accessed 19 October 2018].

Woodhams, C, Perkins, G. & Wilkinson, K., (2016) Developing the knowledge and skill of the HR Professional. In: S.Taylor & C.Woodhams, eds. *Studying Human Resource Management*. London: Chartered Institute of Personnel Development, p.110.



Prifysgol Cymru
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University of Wales
Trinity Saint David

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources (Activity 3)

Word Count: 1975

Student Name: Nia Williams

Student Number: 1806523

CIPD Membership Number: 53274221

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: *N. Williams*

Date: 28th October 2018

Activity 3

For this activity, I will collect and present a range of work-based evidence which reflects my ability to plan, implement, monitor and evaluate work projects. I will also apply basic techniques for analysing and resolving problems and I will apply methods for influencing, persuading and negotiating with others.

Effective time management is effective when planning a work project. In work, "HR professionals are faced with competing priorities". One method through which tasks can be prioritised is called ABC analysis. A B and C is given to a task depending on their level of importance. A is seen as urgent and important, B for tasks that are important but not urgent and C for not urgent and not important (Johns & Perkins 2016).

Alongside this, HR professionals must also have the ability to manage specific projects. A project can be split into five steps that must be completed (Johns & Perkins 2016). These consist of initiation (where the nature of the project is determined and a idea developed), planning and design (where you take the idea and start to plan the project to an appropriate level of detail). Execution (putting the plan into practice), monitoring and controlling (occurs whilst the execution phase is underway), completion (project is evaluated) (Johns & Perkins 2016).

There are many tools and techniques that professionals can use to manage projects successfully. A Gantt chart is one example where it shows the start and end points of a project and highlights different tasks and the expected date to complete the tasks. This helps with time management (Johns & Perkins 2016). An example of where I have used a Gantt chart to help manage a project can be seen in *evidence 3.0*.

Planning implementing, monitoring and evaluating Induction

According to (Business Dictionary, 2018) planning can be defined as the process of making plans for something whereas implementing can be defined as putting a plan into effect. (Cambridge Dictionary, 2018) defines monitoring as observing and checking the progress/quality. Evaluating is defined as "the making of a judgement about the amount, number or value of something".

Recently I have been involved in planning an induction day for new members of staff at Coleg Sir Gar. This firstly involved choosing a date and a time that all speakers could attend by emailing them in advance. My next task was to send out an invite letter to all 13 new members of staff where it demonstrates my ability to **plan** (*evidence 3.1*). This invite letter confirmed the date, time and venue for the new member of staff. It also provided them with an outline of the topics that will be covered on the day. The new members of staff were required to complete the tear-off slip and return to HR in order for myself to create a spreadsheet of attendees (*Evidence 3.2*). This spreadsheet helped me to organise and **monitor** to see how many of them were attending on the day in order for me to prepare induction packs and prepare light refreshments for the day.

My next task involved creating an induction format which included an approximate time slot for each speaker to talk about their area (*evidence 3.3*). This is where my ability to **implement** can be seen. This induction format was then sent to each speaker prior to the day and was also included in the induction packs for the new members of staff. Also included in each induction pack is an induction course form (*evidence 3.4*). This form is an activity for the new member of staff to get involved in where it asks for their name, their department name, something unusual about themselves, pleasant surprises about CSG, nasty shocks about CSG and something they would like to know about CSG. It is also a good opportunity for individuals to get to know one another. This pack also includes a reporting of sickness absence procedure form (*evidence 3.5*). This details the steps a staff member should go through when they are unable to attend work due to sickness. Also included is a SA128 form which is a self certification form (*evidence 3.6*). It is important that this is completed by the member of staff after returning from sickness absence in order for HR to update their sickness absence records. A document detailing important websites is also included (*evidence 3.7*). This document provides the necessary links to moodle, college website and student reports etc. An induction checklist is also provided where the new member of staff should be introduced to everything on the document for instance, who's who, physical layout, employee handbook and job role (*evidence 3.8*). This induction checklist should be completed by the line manager and should be returned to the HR department within 21 days of the commencement date of the new employee. The last document included in the induction pack is the induction evaluation form (*evidence 3.9*). This document gives the new member of staff the opportunity to give their opinion on how they found the induction process and how they would like us to improve services in the future.

During the induction day, **monitoring** was essential on my behalf to make sure that the day ran smoothly. This consisted of making sure that each speaker kept within their allocated time slots to avoid running into the next speaker's slot. When this happened, I had to inform all the speakers that there would be a delay in the time they were set to speak. This then resulted in shorter breaks in order to finish on time.

Evidence of where I have **evaluated** the induction process can be seen in (*evidence 3.10*). Currently the induction process starts at 9.30am and finishes at 4.00pm. This can be seen as overwhelming for new members of staff and also it's a long day for them to listen to different speakers all day. I would like to improve the process in the future by only having key speakers talk for half a day covering topics such as the organisations missions and vision, the college culture and values and having a meet and greet with senior management. The other half of the day could be used for online training and for the members of staff to have a tour of the campus. I have also improved the induction day format for the next induction day on the 10th of December (*evidence 3.11*). This induction format is an improvement of (*evidence 3.3*) where the content column has been removed to keep it simple for new starters.

Applying basic techniques for analysing and resolving problems

Basic techniques for analysing and resolving problems can consist of brainstorming (holding a group discussion to produce ideas) and mind mapping (a diagram in which information is

represented visually, usually with a central idea placed in the middle and associated ideas arranged around it) (Collins Dictionary, 2018). Evidence where I have applied basic techniques for analysing and resolving problems is through mind mapping my ideas around amendments to the sickness system (*evidence 3.12*). The issues outlined on this mind map were:

- Error appearing when downloading data to excel spreadsheet from the system. Saving is also a problem.
- Need to resolve issue regarding exporting absences that are open ended. We are currently manually adding.
- Absences are open ended on Resource Link (need to update upload to enter end dates automatically).
- Sickness reason and type is coming over under wrong headings.
- "Other absences" are coming across with duplicate lines.
- A reminder needs to be sent to line managers when SOF hasn't been handed in.
- N/A button needs to be added to SOF on system e.g. compassionate leave over 7 days will not need a SOF.
- Employees that leave early (system must input an end date automatically at the same time).
- "Appointments" that are added to the sickness system must be automatically removed or not give campus office the option to add this in the beginning.

These issues were firstly outlined on a mind map and later transferred into an email to Phil Pavlou (development officer) to make amendments. This email has also been included in my evidence (3.12).

Applying methods for influencing, persuading and negotiating with others

IIR professionals often need to influence others to bring about change or gain "buy in" to a new process. According to (Yemm, 2008, pp21-4) "effective influencers have attributes including friendliness, empowerment, vision, ability to build alliances and bargaining skills, expertise and knowledge".

Persuading can be defined as "the action or process to make someone do/believe in something" (IIRINZ, 2018). Persuasion can be linked to how credible a person is. The more credible and trustworthy you are, the more ability you have to persuade and influence someone.

According to (Johns & Perkins, 2016) the purpose of negotiation is "to reach a common understanding/viewpoint or produce an agreement on a common course of action. To negotiate successfully, an individual must understand their goals, power dynamics and outcomes etc". A degree of compromise from both parties are often involved in negotiations. Effective HR professionals seek to achieve a "win win" outcome as often as possible.

According to the Thomas Kilmann theory, in conflict situations, we can describe a person's behaviour along two dimensions (Kilmann Diagnosis, 2018). The first being assertiveness (the extent to which the individual attempts to satisfy their own concerns) and the second

being cooperativeness (the extent to which the individual attempts to satisfy the other person's concerns). These 2 can be used to define five methods of dealing with conflict. The 5 are competing (assertive and uncooperative approach), compromising (at the centre, assertive and cooperative), avoiding (unassertive and uncooperative approach) and accommodating (unassertive and cooperative approach), collaborating (willing to believe that there is a solution).

As part of my evidence, I have completed the Kilmann test to see what my preferred and least preferred style is for handling conflict (*Evidence 3.13*). As can be seen from my results, I have scored highly on compromising. This suggests that I concentrate heavily upon the practicalities and tactics of compromise that I sometimes lose sight of larger principles, values, long term objectives and company welfare. I have also scored highly on cooperating which suggests that I spend time discussing issues in depth that do not seem to deserve it.

The Peace Framework and model by (Cremin & Bevington, 2017 p.55) outlines what to do when conflict does arise through identifying the conflict, picking the right strategy, enable voices to be heard, attack the problems not the people, create options and evaluate.

(*Evidence 3.12*) demonstrates my ability to influence and persuade others. This email exchange between myself and the development officer is evidence of him "buying in" to my idea of changing the sickness system. My email exchange demonstrates a friendly approach to encourage him to buy into the process. As a result, the email back from the development officer demonstrates that I have successfully persuaded him to do so e.g. "I am in the process of writing a new absence system which these new requirements will be written into the ETA of the new system going live at the end of November to mid December".

(*Evidence 3.14*) demonstrates my ability to negotiate with regards to the timescale of when the new sickness system is going to go live. As quoted in the email "with regards to the timescale, we are concerned as with Laura going off on maternity leave in December we would ideally like to review the new system whilst she is still here. Is it possible we could view the system mid November before it goes live at the end of November?". His reply as quoted "you will have to give it the ok and sign it off before it goes live campus wide. I don't see there being an issue with you seeing it mid November". This illustrates my ability to negotiate in order to reach an agreement.

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Evidence for Activity 3

Gantt chart – Activity 2

Task	Date/Duration to be completed
<i>Decide on a HR Issue with Line Manager</i>	03/10/2018
<i>Read through current policy and procedure and investigate it.</i>	10/10/2018
<i>Collect secondary research – CIPD, Journal Articles, Books etc.</i>	30/10/2018
<i>Analyse secondary research and critically evaluate.</i>	10/11/2018
<i>Develop and distribute Questionnaires to employees.</i>	20/11/2018
<i>Arrange focus groups with managers.</i>	10/12/2018
<i>Collate and analyse responses from primary research.</i>	15/12/2018
<i>Collate findings from secondary and primary research and put into the report to present to corporate board.</i>	10/01/2019
<i>Present Report.</i>	25/01/2019
<i>Begin implementation of recommendation</i>	26/01/2019
<i>Deadline for report to be submitted.</i>	11/02/2019

MEMORANDUM

To: New Staff Members

From: Catherine Hill
HR Director

Date: 11 September 2018

Subject: **INDUCTION DAY**

You are invited to the next Induction Day which will be held on **Tuesday, 25 September 2018** in the Boardroom at the Graig Campus.

As part of your employment contract you are obliged to ensure that you have received and understand your responsibilities as an employee of the college. I would therefore be grateful if you could make every effort to attend, and I have also written to your line manager to inform them of your invitation.

The programme will commence promptly at 8.45am and end at 4.00pm. You are welcome to bring your own lunch, but if you prefer there are canteen facilities and a coffee shop at the campus and you will be given adequate time for this break. Tea and coffee will be provided.

The day provides an opportunity for you to meet other new staff along with existing key members of staff who will be available to answer any questions you may have within an informal environment.

An outline of the topics covered are as followed:-

- Background Information on Coleg Sir Gâr/Organisation Structure
- Overview of Learners & Business Development
- Computer Services (IICS)
- Health & Safety/Estates/Recycling
- Promoting a Bilingual culture, the Welsh Language and a Welsh ethos in our College
- Key Dates/Absence Reporting/Pension Schemes
- Equality & Diversity/Overview of Learner Support
- Data Protection/Enrolment & Data Collection/Quality
- Staff Development/Appraisal
- Counselling
- Finance & Procurement
- Overview of Learner Recruitment
- Reprographics/Library Services
- College Vacancies/Intranet

There are limited spaces available and your responses will be dealt with on a 'first come first served basis'. I would therefore be grateful if you could complete the tear-off slip below and return as a matter of urgency, even if you are unable to attend so that we are able to allocate your space to another member of staff.

✓.....

To: Catherine Hill, HR Director

Name:.....

*Please Print

Base Campus:

☐

I wish to attend the **Induction Day** to be held on **Tuesday, 25 September 2018 (8.45am – 4.00pm)**.

or

☐

I will not be attending the **Induction Day**.

Reason for not attending: 52

Please let me know if you would like the induction conducted through the medium of welsh? Yes ☐ No ☐

Review View ACROBAT Tell me what you want to do...

General

 Conditional Formatting as Table

Merge & Center

 %

Wrap Text

 0.00

Check Cell

 Explanatory ...

Normal

 Bad

 Good

 Neutral

Followed Hypo...

 Hyperlink

Styles											
	G	H	I	J	K	L	M	N	O	P	
Caretaker - Myrddin	Susan Guard	Estates	Pibwrhwyd	12/03/2018	12/03/2018	17/05/2018			Y	25/09/2018	
Technician: Built Env	Daryl Thomas	Built Env	Ammanford	06/11/2015	04/06/2018				Y	25/09/2018	
Groom Yard Assistant	David Davies	Landbase	Gelli Aur	18/06/2018	18/06/2018				Y	25/09/2018	
Lecturer in ALA English Lit	Orla Williams	ALA	Graig	05/09/2016	22/08/2018				Y	25/09/2018	
Project Technician ISEIW	Paul Evans	Skills	Graig	09/07/2018	09/07/2018				Y	25/09/2018	
Lecturer in catering & Hospitality	Jackie Kelshaw	CAT	Pibwrhwyd	21/07/2018	21/07/2018				Y	25/09/2018	
Lecturer in Accountancy	Jackie Kelshaw	Business	Pibwrhwyd	20/08/2018	20/08/2018				Y	25/09/2018	
Lecturer in Animal Studies	David Davies	Landbase	Gelli Aur	20/08/2018	20/08/2018				Y	25/09/2018	
Lecturer in Agriculture	David Davies	Landbase	Gelli Aur	20/08/2018	20/08/2018				Y	25/09/2018	
Lecturer in Sport	Christy Anson-Harrie	Sport	Graig	20/08/2018	20/08/2018				Y	25/09/2018	
Lecturer in Painting & Decorating	Daryl Thomas	Built Env	Ammanford	20/08/2018	20/08/2018				Y	25/09/2018	
Assistant Principal	Andrew Cornish	Principals	Graig	01/09/2018	01/09/2018				Y	25/09/2018	
Welsh Language Manager	Amanda Daniels	TLQ	Graig	28/08/2018	28/08/2018				Y	25/09/2018	

INDUCTION FORMAT - 25 Medi / September 2018

Employees Requested to arrive at 8.45 am for prompt 9.00 am start

Gofynnir i weithwyr gyrraedd am 8.45yb ar gyfer i'r diwrnod gychwyn yn brydlon am 9.00yb

AMSER / TIME	SIARADWR / SPEAKERS	SWYDD / TITLE	CYNNWYS / CONTENT
8.45			REFRESHMENTS/ LLUNIAETH (Tea/Coffee)
9.00 - 9.30	Laura Lucas	Swyddog AD / HR Officer	General Introduction/Domestics - Fire Exits, Toilets Etc, purpose of Induction / Cyflwyniad cyffredinol - allanfydd Tan, Toiletau ac ati, pwrpas y dydd
			Induction Course Questions & Answers Handout / Cwestiynau Cwrs Cynefion & Talfen Atebion
9.30 - 10.15	Andrew Cornish	Pennaeth / Principal	Principal Welcome and Introduction to the College / Croeso o'r Pennaeth a chyflwyniad i'r Coleg
10.15 - 10.20	BREAK		
10.20 - 10.45	Mike Williams	Pennaeth Cynorthwyl / Assistant Principal	Data, Funding, Performance and Data Protection / Data, Cyllid, Perfformiad a Diogelu Data
10.45 - 11.15	Ceris Harris	Cyfarwyddwr Ystadau / Director of Estates	Estates / Environment / Health & Safety / Adran Stadau / Ail-gylchu / Iechyd a Gofal
11.15 - 11.20	BREAK		
11.20 - 11.35	Sarah Hopkins	Cyfarwyddwr Dilyniant Dysgwyr / Director of Learner Progression	Learner Recruitment / Recriwtio Dysgwyr
11.35 - 12.00	Amanda Daniels	Pennaeth Cynorthwyl / Assistant Principal	Staff Development, Appraisal & Quality / Datblydiad Staff, Gwerthusiad ac Ansawdd
12.00 - 12.15	Amanda Daniels	Pennaeth Cynorthwyl / Assistant Principal	Promoting a bilingual culture, the Welsh Language and a Welsh ethos in the college / Hyrwyddo diwylliant dwyieithog, yr iaith Gymraeg ac ethos Cymraeg yn ein Coleg
12.15 - 12.35	Ralph Priller	Cyfarwyddwr Gwasanaethau Cyllid / Director of Financial Services	Finance & Procurement / Cyllid & Chaffael
12.35 - 1.20	LUNCH / CINIO		
1.20 - 1.40	Steve Kelshaw	Cyfarwyddwr Cefnogi Dysgwyr / Director of Learner Support	Equality & Diversity/Learner Support/Safeguarding / Cydraddoldeb & amrywiaeth/ Cymorth i Dysgwyr/Diogelwch
1.40 - 2.05	Stuart Thomas	Rheolwr IICS / IICS Manager	Computer Services & Acceptable Usage Policy / Gwasanaethau Cyfrifiadurol & Polisi Defnydd Derbyniol
2.05 - 2.10	BREAK		
2.10 - 2.20	Sarah Mann	Swyddog Pensiwn / Pensions Officer	Pensions Schemes - LGPS & TPA / Pensiwn
2.20 - 2.40	Janet Morgan	Rheolwr Gwasanaethau Llyfrgell / Library Services Manager	Reprographics / Library Services / Courier Service / Reprograffeg / Gwasanaethau llyfrgell / gwasanaethau cludo
2.40 - 2.45	BREAK		
2.45 - 3.00	Naldo Diana	Cyfarwyddwr Gweithredol Ymgysylltu â Busnes ac Arloesedd / Executive Director of Business Engagement & Innovation	Business Innovation & Estates
3.20 - 3.40	Laura Lucas	Swyddog AD / HR Officer	

(EVIDENCE 3.4)



colegsirgâr



colegceredigion

INDUCTION COURSE

QUESTION	ANSWER
NAME	
DEPARTMENT	
TELL US SOMETHING UNUSUAL ABOUT YOURSELF, THAT WE CAN'T TELL BY LOOKING AT YOU	
PLEASANT SURPRISES ABOUT COLEG SIR GÂR	
NASTY SHOCKS ABOUT COLEG SIR GÂR	
SOMETHING I WOULD LIKE TO KNOW ABOUT COLEG SIR GÂR	

Reporting of Sickness Absence Procedures

If you are unable to attend work due to **sickness absence you must:**

- **Telephone** your **campus office and your line manager** or management team on your first day of absence between 8.00 and 8.45 or with as much notice as possible if normal start time is different to 8.45
- Advise of the **reason** and likely **duration** of absence
- If you have not been able to speak to your line manager, you will be asked to leave a contact number with campus office for your manager to get in touch with you later that day. Your manager/ management team is **expected to speak with you** on your first day of absence.
- Maintain **regular reasonable** contact with your line manager/management team throughout your absence.
- If your absence spans more than 7 days, provide a Medical Statement of Fitness from the 8th day. These must be provided in a **timely manner** and must run **consecutively** with **no uncovered days**.
- Notify your campus office **and** your line manager **immediately** on **your return work**.
- Payments made for days taken as sick leave will be shown on your payslips. These will be done automatically. Failure to report your return to work could result in incorrect adjustments being made to your salary.
- Complete an **SA128** Self Certification Form. It is important that these indicate **actual days of sickness** even if they are days that you would not normally work, eg weekends and public holidays.
- If you leave work due to sickness before 10.00 the full day will be recorded as 1 day's sickness absence, if you leave after 10.00 OR leave 1.25 hours after the normal start time it will be recorded, **not** as sickness absence but may be considered as a unacceptable pattern of absence under the new Short Term Absence Management procedure. You **must** advise campus office and your line manager that you are going home.
- All staff will be required to participate in a return to work discussion with their line manager following every period of absence. Details of this will be recorded on the CSG My Absence system and must be agreed by the employee prior to submission to HR.

All staff are able to view their own sickness record by accessing CSG My Absence via the College Gateway. All staff should be familiar with the contents of the Sickness Absence Management Policy and Procedure.

Please note, failure to comply with the provisions of the Sickness Absence Management Policy and Procedure could lead to the withholding of sick pay and may constitute misconduct and be dealt with in accordance with the College's Disciplinary Policy.

Absences Other Than Sickness Absence

The College has a Special Leave of Absence Policy and a Parental Leave Policy, which contains details in relation to absence from work not relating to sickness absence. These policies are both available on the College Gateway. The following are the most common forms of absences:

TIME OFF FOR DEPENDANTS

- ◆ All employees have the right to time off during working hours for dependants, this time off is intended to deal with **unforeseen** matters and **emergencies**. A dependant could be a spouse, partner, child, parent, or someone who depends on an employee for care. The leave can be taken for example, to deal with a breakdown in childcare or if a dependant falls ill or is taken into hospital. Please refer to the Special Leave of Absence policy for more detail.

There is no statutory entitlement to receive pay while taking time off for dependants, however, the College will allow the first day to be paid but any subsequent days will be unpaid. Alternatively, an employee can take annual leave or TOIL. An SA128 must be completed on return to work.

COMPASSIONATE LEAVE

- ◆ Compassionate leave normally up to 5 days will be granted for the following (this may be increased to a maximum of 10 days at the discretion of the line manager taking in to account individual circumstances): Death of, or life threatening illness or injury to: Spouse, Civil Partner, Partner, Child, Parent/ guardian, Sibling, Grandparent, or other close dependent relative or partner.

The employee should inform the manager of the need to take compassionate leave as soon as is reasonably practical to. Each case will be viewed sympathetically and the individual's circumstances will be taken in to account. An SA128 must be completed upon return to work. Please refer to the Special Leave of Absence policy for more detail.

DOCTOR/DENTIST/HOSPITAL APPOINTMENTS

(The intention is that the time granted would be a maximum of one whole day per appointment.)

- ◆ The line manager and campus office should be notified in advance of the appointment if it is a planned visit. If an emergency arises, notification should be made on return to work.

JURY SERVICE/COURT WITNESS

- ◆ The line manager should be advised and the campus office should be notified in advance of any impending absence, and an SA128 completed. Please refer to the Special Leave of Absence Policy for further details and information relating to pay during this type of absence.

PARENTAL LEAVE

- ◆ All staff are entitled to apply for parental leave provided that they meet the required eligibility criteria. The entitlement is for up to 18 weeks of unpaid parental leave. Employees may not take leave in blocks of less than one week (except in relation to a child who is disabled) and may not take more than four weeks leave in respect of any individual child in any year, an application for parental leave must be made. Please see Parental Leave Policy for further details.

Yn Gwbl Gyfrinachol/ Strictly Confidential – SA128

PAPUR ABSENOLDEB / STATEMENT OF ABSENCE*Danfonwch y papur hwn wedi ei gwblhau i'r Rheolwr Campws. Send this proforma to you Campus Manager***1. PERSONAL DETAILS**

Enw/ Name:	Rhif Gweithiwr/ Employee Number:
Adran/ Cyfadran Department/ Faculty:	Campws/ Campus:
Swydd/ Post Title:	

2. LENGTH OF ABSENCE

Dyddiad cyntaf yr afiechyd First day of Sickness:	Dyddiad olaf yr afiechyd Last day of sickness:
Dyddiad dychwelyd i'r gwaith/ Date returned to work :	

3. RHESWM AM ABSENOLDEB/ REASON FOR ABSENCE

.....

.....

A dderbynioch driniaeth feddygol yn ystod eich absenoldeb/
Did you receive medical treatment during your absence?

YDWYF / NAC YDWYF
YES / NO

Os felly, nodwch ble a phryd/

If so, please state where and when:

Ydych chi'n credu bod eich absenoldeb o ganlyniad i anaf / afiechyd
Galwedigaethol?

YDWYF / NAC YDWYF

Do you believe your absence was as a result of an Occupational injury/ disease? YES / NO

4. DATGANIAD / DECLARATION

Yr wyf yn datgau bod y wybodaeth uchod yn gywir, ac yr wyf drwy hyn yn hawlioumrhyw dal afeichyd sy'n ddyledus i mi. Deallaf y gall rhoi gwybodaeth anghywir neu gamarweiniol olygu cael fy nisgyblu ac o bosible colli'm swydd.

I declare that the above statement is true, and herewith claim any sickness payments to which I am entitled. I understand that to give false or misleading information can result in disciplinary proceedings, which may lead to dismissal.

Llofnodwyd y gweithiwr/
Employee's Signature:

Dyddiad/
Date:

WEB SERVICES AVAILABLE

Here is a list of web systems that are now available externally, providing you have access to these systems, they can be accessed by going to the following URL's:

Webmail (College E-mail System) – <http://webmail.colegsirgar.ac.uk>

Webopac – (College Library System) – <http://webopac.colegsirgar.ac.uk>

Student Reports – <http://csgnetapps.colegsirgar.ac.uk/CSGStudentReports/Login.aspx>

Student Usernames – <http://mis-webapps/students/login.asp>

NetStorage (Your files) – <http://netstorage.colegsirgar.ac.uk>

Moodle – <http://moodle.colegsirgar.ac.uk>

College Website – <http://www.colegsirgar.ac.uk>

All these links will appear on the Gateway Page

INDUCTION CHECKLIST Name:

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		Name & Date	Comments
Induction Topic			
☐ 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			
☐ 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			
☐ Employee Handbook ○ Refer to Employee Handbook			

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

Rules, Procedures and Practices		
Induction Topic	Name & Date	Comments
☐ Safeguarding o Child Protection Procedures and Policies and for the Protection of Vulnerable Adults		
☐ Procedures - o Absence Reporting Procedures / CSG My Absence - o Financial Procedures - o Procedure for booking & using college transport		
☐ HR Policies (available on the Gateway) - 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

- ☐ Online Training (Enrolment Key = staffdev2017)
 - o Safeguarding <http://moodle.colegisirgar.ac.uk/course/view.php?id=2955>
 - o Prevent <http://www.foundationonline.org.uk>
 - o Equality & Diversity <http://moodle.colegisirgar.ac.uk/enrol/index.php?id=2956>
 - o Information Security Essentials <http://moodle.colegisirgar.ac.uk/course/view.php?id=3049>

Certificates to be forwarded to Samantha Williams (Staff Development Co-ordinator) upon completion of training.

Updating & Maintaining Personal Details

Induction Topic

- ☐ Maintain personnel details on MyView
 - o Complete self-assessment of Welsh Language Skills
 - o Update Next of Kin & Equal Opportunities details
 - o Keep personal record up to date

Additional Comments:

Initial Probationary Review Meeting Held:

Review 1:

Review 2:

Review 3/ Final:

Date:

Date:

Date:

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.



INDUCTION CHECKLIST EVALUATION FORM

Name (optional):					
Post Title:					
Department/Curriculum Area:					
In order to improve services, it would be helpful if you would spare some time to complete the following questions relating to your departmental Induction.					
Q1.	What was your general opinion of the departmental Induction and Checklist your line manager/mentor covered with you? Is there anything further which you would need to know?				
Q2.	How would you rate the delivery of the induction provided by your line manager/mentor?	Poor	Fair	Good	Excellent
Q3.	How relevant are the topics covered on the Induction Checklist?	Poor	Fair	Good	Excellent
Q4.	Was the completion of the induction checklist structured to meet your needs ?	Not at All	Partly	Mostly	
Q5.	Were you provided with the information in sufficient detail/depth?	Not Enough	About Right	Too Much	
Q6.	Were all your questions answered?	Yes		No	
Q7.	Do you feel fully supported in your new post?	Yes		No	
Q8.	Briefly summarise your overall impressions. Please comment on whether any aspects of the Induction Checklist need to be covered in greater/less detail and identify any other topics which you would like covered. What could be done to improve the Checklist and/or Employee Handbook?				

Induction Ideas:

Currently 2
no CSG/CC
mugs

- > Virtual Tour of Campuses.
- > Online training / access.
- > Music / Aromatherapy.

Mind Tools -

- > Set out organisations Mission & Vision
- > Educate about culture & values
- > Demonstrate technical skills
- > Who is Who
- > Complete training needs ~~analysis~~ analysis

SLP

- > Expectations of a new starter
- > Overview of the College (history, strategy, objectives, products, services & culture).
- > Consistent positive message.
- > Group discussions to socialise & build cross-functional relationships

>

(EVIDENCE 3.10)

INDUCTION DAY FORMAT**6TH DECEMBER 2018**

TIME	SPEAKERS
9.00	Laura Lucas, HR Advisor General Introduction
9.30	Andrew Cornish, Principal Welcome to the College
10.00	BREAK
10.05	Mike Williams, Assistant Principal Data, Funding, Performance and Data Protection
10.30	Ceris Harries, Director of Estates Estates, Environment, Health & Safety
11.00	BREAK
11.05	Stuart Thomas, IICS Manager Computer Services
11.30	Amanda Daniels, Assistant Principal Staff Development, Appraisal & Quality
11.55	Anna Jones, Welsh Language Manager Promoting Bilingual Culture & welsh Ethos in the College
12.10	Ralph Priller, Executive Director of Finance & Estates Finance & Procurement
12.30	LUNCH (45 Mins)
1.15	
1.35	

1.50	
1.55	
2.05	
2.25	
2.45	
2.50	
3.05	

URGENT

NOVEMBER 10th

- Error when downloading data to excel spreadsheet from system.
- Saving is also a problem

68

URGENT

NOVEMBER 10th

- Resource issue regarding exporting absences that are open ended.
 - ↳ Currently manually adding
- Absences that are open ended on RL (uplicate upload to enter end dates ~~but~~ automatically)
- Sickness reason + type coming are minor wrong headings.

contact
can't print
priv policy

Sickness
System
Amendments

"other absences"
↳ coming across
with duplicate
uses.

NOT AS URGENT

- create a generated email to employees. when SA128 isn't returned
- SOF → email to go to the manager.
- N/A button to add to SOF on system e.g. compassionate leave over 7 days won't need SOF!

NOT URGENT

- Left early (Must input end date at same time)
- "Appointments" option → Stop campus office to enter this

(EVIDENCE 3.12)

Nia Williams - Re: Sickness system Amendments

From: Phillip Pavlou <phillip.pavlou@colegsirgar.ac.uk>
To: Nia Williams <Nia.Williams@colegsirgar.ac.uk>
Date: 30/10/2018 14:48
Subject: Re: Sickness system Amendments

Hi Nia,

The GDPR will be tough to perform as all manager links to staff are created manually in the system by the managers themselves, it is up to the manager to remove a member of staff from their team in the system if they no longer wish to see that employee's sickness data.

As for the other updates, I am in the process of writing a new absence system, which these new requirements will be written into the ETA of the new system going live is the end of November to mid December. The new system will be directly linked to Resourcelink so this will also eliminate the GDPR issues

Cheers
Phil

From: Nia Williams <Nia.Williams@colegsirgar.ac.uk>
Date: Tuesday, 30 October 2018 at 12:12
To: Phillip Pavlou <Phillip.Pavlou@colegsirgar.ac.uk>
Subject: Sickness system Amendments

Hi Phil,

Are there any updates with regards to the sick system amendments that we sent you last month?
Also can I check if there are any updates with the GDPR issue that Laura sent you last week?

Nia

Nia Williams
Cynorthwy-ydd Gweinydd - AD/ HR administrative assistant
Campus Graig Campus
Llanelli
SA15 4DN

Ffon/ Telephone: 01554 748154
Ffacs/Fax: 01554 748097

(EVIDENCE 3.12)
Attached to Email

Sickness System Amendments.

~~Can you make sure that Chris and I have all the access and view rights the same as what I have.~~

Urgent

1. When you view the absences for each campus and click the excel button in the bottom right hand corner to put the data into an excel spreadsheet I get the following two errors:



It also wont let me the save the excel spreadsheet. This has been happening since the new updates were done.

2. Export Data for all posts:
 - a. You were going to have a look at exporting absences that were open ended. At the moment we are manually adding these to the export upload
 - b. For absences that are open ended on Resource Link you were going to look into an update upload to enter the end dates automatically rather than manually. (a and b currently cause a lot of additional manual intervention)
 - c. When the data is exported into the excel sheet the sickness absence reason and type is coming over under the wrong headings.
 - d. I have noticed that "Other Absences" are coming across with duplicate lines.

Not as urgent as above..

1. SA128 and SOF outstanding reports – are we able to build in a prompt button for these so that for SA128's, where the employee has returned to work and paper work is outstanding, we can run the report and then a "reminder" email can be generated automatically to the employee? For outstanding SOF we would need the reminder to go to the line manager? (We will need to work on the wording for these emails)
2. SA128 and SOF on the absence system. We currently have a "n/a" option for SA128's. Can we also have this for the SOF? The need for one of these runs off when the absence has gone over 7 days and the colour coded system automatically goes red. For some absence, such as compassionate leave, they wouldn't need a SOF but the absence may go over 7 days. We need a n/a option for these cases.

3. Is there a way that when the campus office input an absence for someone who has left early due to sickness, that they must input the end date at the same time? These should only ever be recorded as one day and currently campus office tend to leave them open ended. If a prompt or failure to submit would happen this should help stop this.
4. "Appointments "option – can we stop Campus office being able to enter against this? The option is not there for them?
5. On the return to work template can you:
 - a. Move the section relating to the trigger points criteria above the question that asks whether a trigger point has been hit.
 - b. Swap the submit & send to employee button, and the the back, rest and save button around.
6. We need to review the background info in relation to what the system is looking at for producing the reminders for RTW and feedback from employees.

The colour coded system of the process that the RTW is in is temperamental

Return to work outstanding report – Admin View

There is a "prompt line managers" button which when pressed should email a reminder to all the line managers associated with the outstanding RTW's . I used this before and it wasn't working properly as people were getting emails when they had actually completed the RTW and it was employee feedback that was outstanding not that the manager hadn't done their side.

7. Once the above is sorted – the prompt line managers for outstanding RTW is only available in admin view. Can this feature be made available for the managers for their individual areas when they run the report for their department? And the same for the report for feedback outstanding from employees.
8. Under a manager view > View Team, a "Manage Hierarchy" section was put in. Can you remove this. Mangers don't need it.
9. Reports – can you remove the "Absences per calendar day report" from all views, admin and managers, it is not needed.

Nia Williams - Re: Sickness system

From: Phillip Pavlou <phillip.pavlou@colegsirgar.ac.uk>
To: Nia Williams <Nia.Williams@colegsirgar.ac.uk>
Date: 30/10/2018 16:01
Subject: Re: Sickness system

Hi Nia,

Yep all previous issues will be eradicated, and new features incorporated into the new system. You will have to give it the ok and sign it off before it goes live campus wide I don't see there being an issue with you seeing it mid November

Cheers
Phil

From: Nia Williams <Nia.Williams@colegsirgar.ac.uk>
Date: Tuesday, 30 October 2018 at 15:37
To: Phillip Pavlou <Phillip.Pavlou@colegsirgar.ac.uk>
Subject: Sickness system

Hi Phil,

With regards to the new system is it possible we could see it before it goes live so we can have an input?

Is this new system going to address all the problems we previously sent through to you?

With regards to the time scale, we are concerned as with Laura going off on Maternity in December we would ideally like to review it whilst she is still here. Is it possible we could view the system mid November?

Thankyou
Nia

Nia Williams
Cynorthwy-ydd Gweinydd - AD/ HR administrative assistant
Campus Graig Campus
Llanelli
SA15 4DN

Ffon/ Telephone: 01554 748154
Ffacs/Fax: 01554 748097

HOW DO I MANAGE DIFFERENCES?

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

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

1. ☒ A There are times when I let others take responsibility for solving the problem.
☐ B Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. ☒ A I try to find a compromise solution.
☐ B I attempt to deal with all of his and my concerns.
3. ☒ A I am usually firm in pursuing my goals.
☐ B I might try to soothe the other's feelings and preserve our relationship.
4. ☒ A I try to find a compromise solution.
☐ B I sometimes sacrifice my own wishes for the wishes of the other person.
5. ☒ A I consistently seek the other's help in working out a solution.
☐ B I try to do what is necessary to avoid useless tensions.
6. ☒ A I try to avoid creating unpleasantness for myself.
☐ B I try to win my position.
7. ☒ A I try to postpone the issue until I have had some time to think it over.
☐ B I give up some points in exchange for others.
8. ☐ A I am usually firm in pursuing my goals.
☒ B I attempt to get all concerns and issues immediately out in the open.
9. ☐ A I feel that the differences are not always worth worrying about.
☒ B I make some effort to get my way.
10. ☐ A I am firm in pursuing my goals.
☒ B I try to find a compromise solution.
11. ☒ A I attempt to get all concerns and issues immediately out in the open.
☐ B I might try to soothe the other's feelings and preserve our relationship.
12. ☐ A I sometimes avoid taking positions which could create controversy.
☒ B I will let him have some of his positions if he lets me have some of mine.
13. ☒ A I propose a middle ground.
☐ B I press to get my points made.

Thomas/Kilman Conflict Mode Instrument

14. ☒ A I tell him my ideas and ask him for his.
B I try to show him the logic and benefits of my position.
15. A I might try and soothe the other's feelings and preserve our relationship.
☒ B I try to do what is necessary to avoid tensions.
16. A I try not to hurt the other's feelings.
☒ B I try to convince the other person of the merits of my position.
17. ☒ A I am usually firm in pursuing my goals.
B I try to do what is necessary to avoid useless tensions.
18. A If it makes the other person happy, I might let him maintain his views.
☒ B I will let him have some of his positions if he lets me have some of mine.
19. ☒ A I attempt to get all concerns and issues immediately out in the open.
B I try to postpone the issue until I have had time to think it over.
20. ☒ A I attempt to immediately work through our differences.
B I try to find a fair combination of gains and losses for both of us.
21. ☒ A In approaching negotiations, I try to be considerate of the other person's wishes.
B I always lean toward a direct discussion of the problem.
22. ☒ A I try to find a position that is intermediate between his and mine.
B I assert my wishes.
23. A I am very often concerned with satisfying all our wishes.
☒ B There are times when I let others take responsibility for solving the problem.
24. A If the other's position seems very important to him, I would try to meet his wishes.
☒ B I try to get him to settle for a compromise solution.
25. ☒ A I try to show him the logic and benefits of my position.
B In approaching negotiations, I try to be considerate of the other person's wishes.
26. ☒ A I propose a middle ground.
B I am nearly always concerned with satisfying all our wishes.
27. ☒ A I sometimes avoid taking positions which could create controversy.
B If it makes the other person happy, I might let him maintain his views.
28. A I am usually firm in pursuing my goals.
☒ B I usually seek the other's help in working out a solution.
29. ☒ A I propose a middle ground.
B I feel that the differences are not always worth worrying about.
30. A I try not to hurt the other's feelings.
☒ B I always share the problem with the other person so that we can work it out.

Source: Kenneth Thomas & Ralph Kilman (1976).

Your scores on the 5 styles for handling conflict

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

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

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

Source: Kenneth Thomas & Ralph Kilman (1976).

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

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

FOLLOW-UP

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

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

A. Competing

Uses:

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

If you scored High:

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

If you scored Low:

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

B. Cooperating

Uses:

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

If you scored High:

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

If you scored Low:

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

C. Compromising

Uses:

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

If you scored High:

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

If you scored Low:

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

D. Avoiding

Uses:

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

If you scored High:

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

If you scored Low:

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

E. Accommodating

Uses:

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

If you scored High:

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

If you scored Low:

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



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

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources (Activity 4)

Word Count: 1100

Student Name: Nia Williams

Student Number: 1806523

CIPD Membership Number: 53274221

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: *N. Williams*

Date: 28th October 2018

Activity 4

This report will explain the concept of group/team dynamics and will explain the concept of political behaviour in organisations and how it can impact positively and negatively on the achievement of organisational objectives.

According to (Watson, 2014, p. 209), teams/groups are individuals that come together to work towards the same goal. All members bring different personalities, views, experiences, skills and expertise which can often result in either a positive or negative group dynamic. Group dynamics is defined as "the way people interact with one another in a group" (Mind Tools, 2013). A positive dynamic is when members trust each other, help/respect each other and they know what they are working towards. In contrast, a poor dynamic is when people's behaviour disrupts work and as a result the group may not come to any decision/make the wrong decision. According to (Watson, 2014, p. 210) there are differences between groups and teams. Groups recognise each other as being part of a group. "They contribute individually to a group's goal and the evaluation of their performance depends on their contribution". In contrast, "teams are individuals within a group that work towards a common purpose. They hold themselves mutually accountable" (Watson, 2014, p. 212).

According to (Huczynski and Buchanan, 2010) teams/groups can be influenced by a variety of dynamics such as, the nature of the individual, leadership, the structure of the group/team, power and status and communication processes. Google have done research into what makes successful teamwork. They found that psychological safety is the most important where people feel safe to take risks, say their opinion, trust each other and rely on each other (Bariso 2018). Research into effective leadership of surgical teams also found that a high degree of trust, constructive engagement in conflict, clear commitment to the task, all team members holding one another accountable and a team that is focused on results leads to successful teamwork (RCS, 2014, p 13).

Individuals take on specific roles in groups according to (Allorn, 1985, pp.52-58). These 3 roles are:

Task Role which focuses on productivity, development and achievement of organisation goals. They involve *facilitating* (setting goals for problem solving), *seeking information* (seeking ideas/taking part in discussion), *disseminating information* (offering suggestions/viewpoints), *coordinating and monitoring of activities and motivating the group* to achieve high output.

Group maintenance which focuses on creating good relationships between group members. They *involve encouragers* (creating a friendly atmosphere and encouraging others), *harmonisers* (try to keep the peace), *gate seekers* (encourage participation), *standard setters* (give advice/agree on standards). *Observers and followers* (provide feedback and show willingness to follow directions).

Self oriented which refers to individual needs and personal agendas. These involve *aggressors* (competitive, not listening to others), *blockers* (resist agreed decisions), *recognition seekers* (want attention and recognition for efforts/ideas). *Dominators* (control the group by giving orders). Conflict can arise within a positive dynamic group, but the

conflict must be managed and overcome otherwise it will lead to a negative effect on a group dynamic (Watson, 2014). According to (Allom, 1985, pp.52-58) groups need to have a balanced mix of all 3 roles.

Groups/teams go through different development stages according to Tuckman's 1965 five stage model (Tuckman & Jenson, 1977, p. 419). These consist of the following, **forming** (this is the development stage where uncertainty and confusion occur and where they test goals, purpose and leadership). **Storming** (where they negotiate roles/duties and decide on leader and how to share information. Conflict and confrontation is likely to occur at this stage). **Norming** (where the group/team members establish independence. This is where performance norms and group structure is formed). **Performing** (where the group/team is fully functional, have a clear understanding of how to share information and know what they are working towards.). **Adjourning** (this is where the objective is accomplished. The group/team can either re-form or part ways).

Belbin 1981 model (Mind Tools, 2016), identifies different roles that team members take which depends on their personality. Roles can be classified into 3 categories. These are, task related, team related and the individual/thinking related. An advantage and a disadvantage of each role have been included in the table below. According to (Mind Tools, 2016) Belbin believes that "all the team roles need to be prevalent at different stages of team work." The Belbin team role test assesses the behaviours and attributes to determine a person's place in a team. Belbin concludes that for a team to be effective they need a mix of the different personality types.

	Advantages	Disadvantages
Task		
Shaper	❖ Challenging. ❖ Goal orientated.	❖ Often offends people's feelings.
Implementer	❖ Organised. ❖ Disciplined. ❖ Turns ideas into actions.	❖ Inflexible. ❖ Slow to respond to new possibilities.
Completer finisher	❖ Accurate. ❖ Conscientious.	❖ Worry. ❖ Reluctant to delegate.
Team		
Resource investigator	❖ Enthusiastic. ❖ Communicative. ❖ Develop contacts.	❖ Over optimistic. ❖ Loose interest.
Coordinator	❖ Calm. ❖ Confident. ❖ Participate in decision making.	❖ Can be seen as manipulative. ❖ Off loads personal work.
Team worker	❖ Caring. ❖ Diplomatic. ❖ Sensitive. ❖ Listen.	❖ Indecisive.

The individual-or thinking related		
Plant	❖ Creative. ❖ Imaginative. ❖ Solve difficult problems.	❖ Too pre-occupied to communicate effectively.
Monitor Evaluator	❖ Analytical. ❖ Judges accurately.	❖ Lack ability to inspire others.
Specialist	❖ Motivated by pursuit of knowledge.	❖ Dwell on technicalities.
*From undertaking the test myself, my primary team role is a complete finisher (evidence 4.1). My secondary team role is an implementer.		

According to (Horn, 2009, p. 120) political behaviour is taking a view with the intention of personally gaining from that position. Each team member can act as either allies (your friends that help the team), opponents (where they are critical about a teams direction), adversaries (where they try to sabotage the team), bedfellows (where they align with the team because they want to benefit from it) and fence sitters (where they remain neutral). It is important that managers are aware of these and manage them so that objectives are still achieved.

(Owen, 2017) however, has an alternative view. He believes that managers need to act politically themselves to be successful. This can be through fighting for resources for their own teams or establishing relationships with influential people inside and outside the business which helps meet business objectives. According to this article, managers need IQ, EQ and PQ. Organisations assess employees on their IQ before hiring them. Most people with high IQ, are too clever to make things happen. They therefore look for EQ (emotional quotient). This is team work, charisma and the ability to motivate. PQ (political quotient) is about knowing how to acquire power and how to use it. This is at the heart of management where they make things happen through people. Successful managers have all 3. (Rodgers, 2007. p.7) also sees acting politically as good management practice when managing change. He defines it as “engaging with political dynamics; and using power ethically to influence outcomes in organisationally enhancing ways”.

To conclude, teams/groups are when people come together to work towards the same goal which can either result in a positive or negative group dynamic. Tuckman's five stage model suggests that teams go through different development stages. Belbin also identifies different roles that team members take which depends on their personality. According to (Horn, 2009, p.120) team members can be allies, opponents, adversaries, bedfellows and fence sitters and concludes that managers need to be aware of them and manage them for objectives to be achieved. (Owen, 2017) and (Rodgers 2007. P.7) have an alternative view where they believe that managers need to act politically themselves to be successful.

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Evidence for Activity 4

Belbin team type questionnaire

The Belbin questionnaire seeks to identify your preferred role in a team. It is based on the work of Dr Meredith Belbin, whose research into team performance concluded that the most effective teams have a good mix of different personality types.

How to complete the questionnaire

On the following pages are a series of statements divided into seven sections. For each section, distribute a total of ten points among the statements which you think best describe your own behaviour. See the example below:

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	1
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	3
D	I can be counted on to contribute something original	2
E	I try to maintain my sense of professionalism	
F	I am quick to see possibilities in new ideas and developments	
G	I believe my capacity for judgement can help to bring about the right decisions	1
H	I can be relied upon to bring an organised approach to the demands of the job	
I	I am always ready to back a good suggestion in the common interest	3

Your points may be distributed among several sentences as in the example above. In extreme cases they may be spread among all sentences or ten points may be given to a single sentence.

At the end, there are further instructions on how to tally your score.

Section 1

What I believe I can contribute to a team

A	I think I can quickly see and take advantage of new opportunities	
B	I can work well with a very wide range of people	1
C	My specialist knowledge and experience is usually my major asset	1
D	My ability rests on being able to draw people out whenever I detect they have something of value to contribute to group objectives	3
E	I can be relied upon to finish any task I undertake	4
F	I am prepared to be blunt and outspoken in the cause of making things happen	
G	I can usually tell whether a plan or idea will fit a particular situation	1
H	I can offer a reasoned and unbiased case for alternative sources of action	
I	Producing ideas is one of my natural assets	

Section 2

If I have a possible shortcoming in teamwork, it could be that:

A	I am not at ease unless meetings are well structured and controlled and generally well conducted	6
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing	
C	I have a tendency to talk a lot once the group gets on to a new topic	
D	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues	1
E	I am sometimes seen as forceful and authoritarian when dealing with important issues	
F	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere	
G	I am apt to get caught up in ideas that occur to me and so lose track of what is happening	1
H	I am reluctant to contribute unless that subject deals with an area I know well	1
I	I am reluctant to express my opinions or proposal or plans that are incomplete or are insufficiently detailed	1

Section 3

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	3
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	1
D	I can be counted on to contribute something original	1
E	I try to maintain my sense of professionalism	1
F	I am quick to see possibilities in new ideas and developments	
G	I believe my capacity for judgement can help to bring about the right decisions	
H	I can be relied upon to bring an organised approach to the demands of the job	4
I	I am always ready to back a good suggestion in the common interest	

Section 4

My characteristic approach to the group is that:

A	I contribute when I know what I'm talking about	1
B	I am not reluctant to challenge the view of others or hold a minority view myself	
C	I can usually find a line of argument to refute unsound propositions	
D	I think I have a talent for making things work once a plan has to be put into operation	3
E	I prefer to avoid the obvious and to open up lines that have not been explored	
F	I bring a touch of perfectionism to any job I undertake	3
G	I am likely to be the one to make contacts outside the group or the firm	
H	While I am interested in all views I have no hesitation in making up my mind once a decision has to be made	
I	I maintain a quiet interest in getting to know colleagues better	3

Section 5

I gain satisfaction in a job because:

A	I enjoy analysing situations and weighing up all the possible choices	
B	I feel that I am using my special qualifications and training to advantage	3
C	I like to feel I am fostering good working relationships	3
D	I can have a strong influence on decisions	
E	I have a chance of meeting new people with different ideas	1
F	I can get people to agree on priorities and objectives	
G	I feel in my element where I give a task my full attention	3
H	I can find an opportunity to stretch my imagination	
I	I am interested in finding practical solutions to problems	

Section 6

If I am suddenly given a difficult task with limited time and unfamiliar people:

A	I would feel like devising a solution of my own and then trying to sell it to the group	
B	I would be ready to work with the person who showed the most positive approach	3
C	I would find some way of reducing the size of the task by establishing what different individuals might best contribute	2
D	My natural sense of urgency would help to ensure that we did not fall behind schedule	4
E	I like to read up as much as I conveniently can on the subject	1
F	In spite of conflicting pressure I would press ahead with whatever needed to be done	
G	I would take the lead if I felt the group was making no progress	
H	I would open up discussions with a view to stimulating new thoughts and getting something moving	
I	I believe I would keep cool and maintain my capacity to think straight	

Section 7

With reference to the problems to which I am subject to in working in groups:

A	I am apt to show my impatience with those who are obstructing progress	
B	Some people criticise me for being too analytical	1
C	My desire to check that we get the important details right are not always welcome	3
D	I am inclined to feel I am wasting my time and would do better on my own	
E	I find it difficult to get started unless the goals are clear	
F	I am sometimes poor at putting across complex points that occur to me	3
G	I am conscious of demanding from others the things I cannot do myself	
H	I hesitate to express my personal views in front of difficult or powerful people	3
I	I tend to show boredom unless I am actively engaged with stimulating people	

Now read on, for details of how to tally your score.

Scoring

The table below is used to compile your Belbin scores.

Transfer your scores from each section to the appropriate boxes below.

Then add up your totals for each team role.

Once you have established your total scores, note down below:

- Your primary team role (the one with the most points)

- Your secondary team role

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Totals
Completer	E	I	B	F	G	D	C	21
Finisher	4	1	3	3	3	4	3	
Implementer	G	A	H	D	I	F	E	14
	1	6	4	3				
Monitor	H	D	G	C	A	I	B	2
Evaluator		1					1	
Specialist	C	H	E	A	B	E	D	8
	1	1	1	1	3	1		
Co-ordinator	D	B	A	H	F	C	G	5
	3					2		
Team worker	B	F	I	I	C	B	H	13
	1			3	3	3	3	
Resource	A	C	F	G	E	H	I	1
Investigator					1			

Shaper	F	E	C 1	B	D	G	A	1
Plant	I	G 1	D 1	E	H	A	F 3	5

Using the team type information

Now that you are more aware of your preferred style of working you can choose how to use the information.

Playing to your strengths

Whatever your preferred team type, see it as a strength.

Seek out tasks or projects requiring your skills.

Look for opportunities to work in teams that need your team-type to achieve the right balance.

Become more flexible

Remember the team type questionnaire shows your preferred style, this does not mean it needs to be your only style!

Think about your second, third, fourth choices - would you like to work more on these areas?

If you work in a team that does not have the right balance, could you think about taking on another team type role?

See other people's team type as a strength and think about how you could work more effectively together

Seek out tasks and projects to develop strengths in other areas (often we prefer doing things we are good at)

Using the information with others

You now have information about your team type, and may wish to think about using the questionnaire within your own team

Explain what it's all about – it's not a test, it's about individual preferences

Agree how you will all be able to use the information

Share your own team type – go first

Use the information to try out new ways of working together

A word of warning

Don't become a self-fulfilling prophecy. The questionnaire shows only your preferred style, it does not mean that you cannot operate in the other areas, only that given the choice you will adopt your preference.



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

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources (Activity 5)

Word Count: 1144

Student Name: Nia Williams

Student Number: 1806523

CIPD Membership Number: 53274221

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: *N. Williams*

Date: 4th November 2018

Activity 5

For this activity I will undertake a self assessment against a section of the CIPD HR Professional Map at Band 1, to identify my professional development needs. This section will include 2 professional areas (1 of which will be a core area and 2 behaviours). I will also select development options to meet my development needs. I will devise a personal development plan in which I will detail my development objectives. I will justify the development options selected in this report.

As can be seen in my development plan (*evidence 5.1*), the core professional area I will look at is the insights, strategy and solutions. I have chosen to develop this core area as I want to network widely and use my knowledge of HR and business trends, best practice and thought leadership to understand the organisation and its people capability better.

The other professional area I want to develop is service, delivery and information. I have chosen to develop this area as I want to achieve higher levels of customer focused HR services delivery across the entire employee lifecycle.

The 2 behaviours that will also be developed are curious and collaborative. I have chosen curious as I want to be more future focused, inquisitive and open minded and finding innovative ways to add value to the organisation. I have also chosen collaborative as I want to work more effectively and inclusively with a range of people, both within and outside the organisation.

From undertaking a self assessment against 4 sections of the CIPD Professional Map at Band 1 I have been identified as currently assessing as a Technician.

Insights, strategy and solutions (Evidence 5.2)

The core area I will be focusing on is "insights, strategy and solutions". This is about developing my understanding of the organisation and its context and using the insights to develop strategies and solutions which meet the needs of the organisation.

My results have shown that I will need to use data to develop insights into the organisation and the way it works. This will help me to understand external issues that affect the organisation and its financial performance. From the assessment it has been identified that my knowledge and skills in this core area is still emerging. This typically applies to an employee who has just started their career in IIR. This is relatable, as I have only been working within HR for 10 months. My knowledge of HR is still building and I'm currently at the early stages of gaining experience.

Strengths that have been identified are:

- Supporting the administration and delivery of IIR programmes and projects.
- The HR plan for my own part of the business
- Principles and basic practice of project management.
- Issues currently affecting the organisation.
- External factors that impact the organisation
- Providing reports on relevant project/organisation information.
- Collecting, analysing on data and metrics.
- Using insights from data and good HR practice to spot potential trends and risks for the organisation.

To work towards band 2, the gaps I will develop are:

- Developing an understanding of the organisation using information and own experience.
- Relevant law for own role (or where to access legal information if required).

Service delivery and information (Evidence 5.3)

Service delivery and information is about employees working to ensure that the highest level of customer service is being delivered across the entire employee lifecycle. My results have shown that my knowledge and skills in this area are developing. This is related to someone who has a solid base in HR, with limited exposure to service delivery and information at this level.

My strengths in this area are:

- Keeping accurate records of HR cases and Issues.
- Ensuring compliance with the organisations policies and procedures and relevant legislation.
- Identifying ways to improve the efficiency and effectiveness of the HR issue.
- HR information systems.

To work towards band 2, the gaps I will develop are:

- The main stages of the employee lifecycle.
- Providing an HR service which is focused on the customer, asking the right questions to meet their needs.

Curious (Evidence 5.4)

When showing curiosity, you're future focused, inquisitive, open minded and finding ways you could add value to the organisation. From what I have told the CIPD, my behaviour is still emerging. This applies to someone who is yet to demonstrate/develop their competence at the expected level in this area.

My strengths in this area are:

- Being inquisitive: looking below the surface to understand the causes of problems.

To work towards band 2, I will develop on the following:

- Finding out about the connections between wider organisational issues and own role.
- Analysing information and testing out ideas with others.

Collaborative (Evidence 5.5)

Working collaboratively with others means that you're working effectively and inclusively with a range of people, both within and outside the organisation. My behaviour from this assessment shows that I'm still developing in this area. This applies to someone who is demonstrating some of the behaviours expected at this level, but is yet to demonstrate and develop their competence more broadly in this area.

The results have shown that I am competent in keeping colleagues up to date with information relevant to my work.

To work towards band 2, I will develop on:

- Showing sensitivity and respect for other's feelings, cultures and beliefs.

The development options that I have chosen in my plan to meet my development needs are based on my results from undertaking the VARK learning styles test (*evidence 5.6*). This test implies that I best learn through visually seeing things such as flow charts, pictures, posters, graphs and books with diagrams. The test also implies that I equally learn through aural study. I like to attend classes, attend discussions and tutorials, discuss topics with others and explain ideas with other people. It suggests that I prefer to listen to others and record classes and listen back at them. These results led me to choose the development options that best suit my learning. Examples that have been chosen for my plan are creating an organisation hierarchy by using diagrams, conducting spider diagrams from research found online, discussing topics with others, asking for feedback from co-workers in one to one meetings/appraisals, discussing with my line manager issues and ideas that I want to address, forming relationships with others, participating in blogs and forums and doing some reading.

To conclude, the four sections of the CIPD map I will develop is insights, strategy and solutions, service delivery and solution, curious and collaborative. The gaps identified at band 1 for each of these areas will be worked at during my programme as stated on my development plan. The development options chosen were selected based on my VARK learning style. I will reflect on my performance against my plan in May 2020.

Evidence for Activity 5

Development plan

NAME:	Nia Williams	MEMBERSHIP NUMBER:	53274221
COVERING THE PERIOD FROM:	September 2018	TO:	May 2020

Planned outcome

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

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
<u>Insights, strategy and solutions</u> Developing an understanding of the organisation using information and own experience.	To develop this, I will need to study the organisation hierarchy to understand the structure. This will require me to create an organisation hierarchy in order for me to visually see it and understand it better. I could also read and understand the college policies that are in place. I could also undertake some online research using the CIPD website on the principles of business as well as reading HR textbooks.	I will need a database from resource link on all employees with their post IDs in order to create the organisational hierarchy by hand. I will also need to read the policies and understand them in order to know the principles and the courses of action that are in place. I will use the following resources to undertake research on the principles of business: CIPD Website – Developing principles of business. Studying HRM (Taylor and Woodhams). Introduction to HRM (Leatherbarrow, Fletcher and Currie). Research will be presented in the form of a spider diagram.	Giving advice to others about the organisational chart, business principles and policies.	December 2018

					January 2019
<u>Insights, strategy and solutions</u> Relevant law for own role (or where to access legal information if required).	I will find out from my HR colleagues where to source relevant and up to date employment law relevant to my own role. I will also do secondary research to read about employment law.	I will need the help of other HR colleagues to give me advice on where to source relevant and up to date employment law regarding my own role. Website: CIPD Book: Employment Law (Lewis and Sargeant, 2017).	Have the knowledge on employment law from my own research to advice others.		
<u>Service delivery and information</u> The main stages of the employee lifecycle.	I will find out about the key stages of the employee lifecycle by reading about the 7 stages online. I can then find the main HR processes used through my own experience at Coleg Sir Gar at every stage of the cycle and also through the help of co-workers.	I will need to firstly read the following website on the stages of the employee lifecycle: https://www.questback.com/blog/the-7-stages-of-the-employee-lifecycle-and-why-they-matter/ I will rely on my own experience of being a HR Administrative Assistant and Assistant HR officer to know what we do for each stage of the life cycle. I will also need the help of co-workers.	To know what the organisation does at each stage of the employee lifecycle and work towards improving our processes based on research.	February 2019	
<u>Service delivery and information</u> Provide a HR service which is focused on the customer, asking the right questions to meet their needs.	Review my own approach to work by asking others for feedback on the way I work. This will indicate how effective and efficient I am in my approach to customers and ways that I can improve in the future with regards to customer service.	Asking colleagues in the HR department for feedback on the way I work and deal with customers. This can be done through one to one meetings/appraisal.	To take on board colleagues' feedback and change my approach to the way I work.	March 2019	
<u>Curious</u> Finding out about the connections between wider organisational issues and own role.	Discuss with my line manager the current issues for the organisation and how my role connects or impacts these. I could search online newsletters, blogs and set aside time to read and learn	Discuss with my Line Manager the current issues of the organisation and how my role connects/impacts these. Secondary research could also be conducted e.g. search online newsletters and blogs.	Presenting a report to the executive board on why there is an increase in sickness absence and how it can be minimised through conducting primary and secondary research.	May 2019	

	from them. I could also select a HR issue and set aside time each week to find relevant articles and reports e.g. reasons for the rise in sickness absence.			
<u>Curious</u> Analysing information and testing out ideas with others.	Find out what processes other colleges use e.g. what channel do they advertise through? What they do for each stage of the employee lifecycle? This will lead to ideas on how to improve our process. I could also search for online newsletters, forums and blogs that are relevant to my role/organisation. I could sign up to receive updates and set aside time to read and learn from them.	Forming a relationship with other colleges around the area to find out their processes. I will also need to search for online newsletters, forums and blogs and sign up to receive updates and read them.	Having a range of different options to present to my line manager with regards to a new recruitment channel.	June 2019
<u>Collaborative</u> Showing sensitivity and respect for other's feelings, cultures and beliefs.	I will research and increase my understanding of the cultures and beliefs of employees within Coleg Sir Gar. I will identify any issues in HR policies that could disadvantage some employees and I will highlight to the HR director.	I will need to read the policies in depth and identify any issues that could disadvantage some employees. I will then need to support my findings to the HR Director.	To create a new policy that doesn't yet exist within the college e.g. transgender policy.	August 2019
To complete the new CIPD map.	I will go onto the CIPD website and complete the new CIPD map. This map sets out the international standard for HR professionals to make their greatest impact and to evolve and develop the core capabilities needed to thrive in an organisation.	CIPD website – My Map.	To work towards the gaps identified from my assessment and work towards the next band up.	November 2019

(Evidence 6.2)

CIPD

TAKE A STUDENT ASSESSMENT Your assessment results

Insights, strategy & solutions Your Level: Developing

Summary

Insights, Strategy and Solutions is about developing your understanding of your organisation and its context, and using these insights to develop strategies and solutions which meet the needs of your business in the short and long term. At your level you typically need to use data to develop insights into the organisation and the way it works. You'll understand the external issues affecting the organisation and its financial performance, and be able to describe the HR plan for the area you work in. You'll use your knowledge of project management and relevant employment legislation to support the development, delivery and evaluation of HR programmes.

How prepared am I?

What you've told us indicates that your knowledge and skills in this core area are developing. This usually applies to someone who has a foundation in HR, but is yet to contribute significantly to sustained organisation performance at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Insights, Strategy and Solutions, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score in this area suggests you have some room to develop at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel in HR.

What's it like applying Insights, Strategy and Solutions at a more senior level?

In order to be able to work at the next level up within the HR profession, you typically need to network widely and use your knowledge of HR and business trends, best practice and thought leadership to understand the organisation and its people capability. You'll use information about the organisation's financial performance and strategic goals to develop detailed and costed business cases for new HR projects which identify return on investment. You'll work with the business to create and implement HR solutions and programmes, and will be able to demonstrate the impact on the organisation using HR and business metrics.

What are my strengths and gaps for my current level?

Where I am competent

- Using insights from data and good HR practice to spot potential trends and risks for the organisation
- Collecting, analysing on data and metrics
- Providing reports on relevant project and / or organisation information
- Supporting the administration and delivery of HR programmes and projects
- Supporting the evaluation of HR programmes and projects
- Specific external factors that impact the organisation (eg. legal, financial, market factors)
- Significant issues currently affecting the organisation
- Principles and basic practice of project management
- The HR plan for your own part of the business (and how this relates to the wider business strategy)

My Gaps

- Developing an understanding of the organisation using information and own experience
- The organisation's performance (including basic financial performance)
- Relevant law for own role (or where to access legal information if required)

Development actions

- Identify colleagues in different functions who know the organisation well and set up regular 'exchange of information' sessions.
- Review recent CIPD survey results (such as Employee Outlook or Learning and Development Survey) and identify any trends

or talks which may impact your organisation

- Find out how other organisations have used metrics to gather insights, and identify any ways your organisation could benefit from a different approach.
- Identify meetings or forums where you can share your insights and views on organisational projects with your peers and line manager.
- Before starting work on a project, find out from others what they think the risks and opportunities might be - particularly if similar projects have been delivered before. Consider how you can learn from their insights, and how you can improve the way you support programmes and projects moving forward.
- Seek feedback on the quality of your support to HR projects and programmes, and how they support the HR strategy. Where could you improve?
- Locate the most recent annual review or report for your organisation, or find out someone who knows about the organisation's performance. Find out what things the organisation measures its performance by (eg. turnover, profit, production, customer satisfaction etc). Compare last year's performance with the previous three years.
- Network with external peers and colleagues to gather insight on factors that influence other organisations.
- Build up your internal network and talk to others about external influences that affect their departments' work.
- Find out from your HR colleagues and networks where to source relevant and up-to-date employment law - consider websites, organisations and publications.
- Review the project management practice in your organisation as it relates to your role. Is there anything which can be improved? Share your thoughts with your line manager.
- Read some overview documents on your organisation's strategy, and discuss with your manager the links with your own / the team's responsibilities. Obtain the people strategy for your organisation and understand how it aligns with the organisation strategy.

Reading & Research

BOOK: HR practice
Martin and Whiting

BOOK: Intro to HRM
Leatherbarrow, Fletcher and Currie

BOOK: Studying HRM
Taylor and Woodhams

BOOK: L and D practice
Seewers and Res

Courses & Events

QUALIFICATION: Foundation Certificate in Human Resources Practice

QUALIFICATION: Foundation Certificate in Learning and Development Practice

QUALIFICATION: Foundation Diploma in Human Resources Practice

QUALIFICATION: Foundation Diploma in Learning and Development Practice

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CIPD

TAKE A STUDENT ASSIGNMENT Your assessment results

Service delivery and innovation Your Level 2 assessment

Summary

When you work in Service Delivery and Innovation, you'll be working to ensure the right mix of customer-focused services, products, and support are available to meet the needs of your customers. You'll be working to ensure the right mix of customer-focused services, products, and support are available to meet the needs of your customers. You'll be working to ensure the right mix of customer-focused services, products, and support are available to meet the needs of your customers.

When you work in Service Delivery and Innovation, you'll be working to ensure the right mix of customer-focused services, products, and support are available to meet the needs of your customers. You'll be working to ensure the right mix of customer-focused services, products, and support are available to meet the needs of your customers. You'll be working to ensure the right mix of customer-focused services, products, and support are available to meet the needs of your customers.

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What you might be asked to do

- Keeping accurate records of all work and results
- Ensuring compliance with the relevant legislation and regulations
- Conducting research and analysis to identify areas for improvement
- Identifying areas for improvement and implementing changes
- HR Information Systems (HRIS)

Key skills

- Planning and organising work
- The main stages of the employee lifecycle (recruitment, selection, induction, etc.)
- The various stages of work for your organisation

Development actions

- Communicate regularly with different stakeholders (line managers, HR, etc.) with your customers to understand what their needs are and how you can support them.
- Understand the value of the organisation's current services and how they can be improved.
- Review your current work and identify areas for improvement.
- Get together with other people in the sector to learn from their experiences and identify any common issues.
- Review your own work and identify areas for improvement.
- Identify areas for improvement and implement changes.
- Find out about the key stages of the employee lifecycle and the main HR processes used in your organisation at each stage.

Reading & Research

1. *HRM: The Strategic Approach*
CIPD, 2010

2. *HRM: The Strategic Approach*
CIPD, 2010

3. *HRM: The Strategic Approach*
CIPD, 2010

4. *HRM: The Strategic Approach*
CIPD, 2010

5. *HRM: The Strategic Approach*
CIPD, 2010

6. *HRM: The Strategic Approach*
CIPD, 2010

7. *HRM: The Strategic Approach*
CIPD, 2010

8. *HRM: The Strategic Approach*
CIPD, 2010

9. *HRM: The Strategic Approach*
CIPD, 2010

10. *HRM: The Strategic Approach*
CIPD, 2010

(Evidence 5.4)

CPD

TAKE A STUDENT ASSESSMENT
Your assessment needs

Summary

When you're displaying content, you've often focused, repeated and memorized, making our learning and transferable ways to use skills in the organization.

Key points

Good practice and indicators that your behavior in this area is emerging. This usually applies to someone who is still in the process of learning and/or developing their competence at the workplace level in this area.

Some we show you the most common points particularly among, at work when you're competent, are those where there's a gap in the way you communicate. If you're not developing your skills, you should consider the reasons, leading to a lack of practical development and/or lack of motivation to you. These 'communication' skills are not the same as the 'communication' or 'communication' skills that you have and do in your own time. You should consider the reasons you're not developing your skills, and then they'll be of particular benefit to your skills and your skills in your role.

What are your strengths as a professional?

What are your strengths as a professional?

- Being able to look up below the surface to understand the nature of practice

Key points

- Finding out about the curriculum, especially those organizational issues and your role
- Developing information and leading the team with others
- Being able to 'play' the team, even if they're not doing so well

Developmental actions

- Discuss with your manager or a senior stakeholder the current key issues to the organization and how your role connects or impacts these.
- Attend external networking events and workshops relating to your local CPD branch as well as employer-led line updates and training sessions. Prioritize these for your monthly 'network' and/or your HR assistant or area of interest.
- Seek out CPD hours: network either within or outside your specific area, and make time each week to find relevant articles and reports. Read these and share your findings with colleagues, possibly by setting a discussion group.
- Discuss the possibility of trying out or finding a new HR idea or process in consultation with your manager.

Reading & Research

Book: *How to be a successful manager*

Author:

Dr. C. D. Smith, 1998

Year:

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TAKE A STUDENT ASSESSMENT

Your assessment results

Collaborative

Your Level: Developing



Summary

When you're demonstrating collaboration, you're working effectively and inclusively with a range of people, both within and outside the organisation.

How prepared am I?

What you've told us indicates that your behaviour in this area is developing. This usually applies to someone who is demonstrating some of the behaviours expected at this level, but is yet to demonstrate and develop their competence more broadly in this area.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate collaboration. If you're keen to develop your collaboration skills, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think they'll be of particular benefit to you in building the skills and experience you'll need to excel in your role.

What are my strengths and gaps for my current level?

Where I am competent

- Keeping colleagues up to date with information relevant to their work

My Gaps

- Showing sensitivity and respect for others' feelings, cultures and beliefs
- Establishing constructive and collaborative relationships with colleagues
- Seeking constructive solutions to disagreements as they occur



Development actions

- Research and increase your understanding of the cultures and beliefs of others' particularly in relation to groups who are represented in your employee population. Identify any potential oversights or issues in HR policies that could disadvantage others' and highlight to the relevant HR manager.
- Map out the current internal network you have within your organisation and the strength of these relationships. Identify mutual interests or priorities that you can use as a way to form new relationships.
- Reflect on a disagreement that you have had with someone at work (possibly with a coach or mentor). Review what happened by imagining that you are a third party observer of any communications and interactions. Consider how your approach could have been more collaborative and constructive and how you could have adopted a 'win-win' approach.



Reading & Research

FACTSHEET: The role of line managers in HR
CIPD



Courses & Events

COURSE: Essential interpersonal skills



The VARK Questionnaire (Version 7.1)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it.
Please circle more than one if a single answer does not match your perception.
Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
 - a. go with her.
 - ☒ b. tell her the directions.
 - c. write down the directions.
 - d. draw, or give her a map.
2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. You would:
 - a. see the words in your mind and choose by the way they look.
 - b. think about how each word sounds and choose one.
 - ☒ c. find it online or in a dictionary.
 - d. write both words on paper and choose one.
3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
 - a. describe some of the highlights.
 - b. use a map or website to show them the places.
 - c. give them a copy of the printed itinerary.
 - ☒ d. phone, text or email them.
4. You are going to cook something as a special treat for your family. You would:
 - a. cook something you know without the need for instructions.
 - b. ask friends for suggestions.
 - c. look through the cookbook for ideas from the pictures.
 - ☒ d. use a cookbook where you know there is a good recipe.
5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
 - a. talk about, or arrange a talk for them about parks or wildlife reserves.
 - ☒ b. show them internet pictures, photographs or picture books.
 - c. take them to a park or wildlife reserve and walk with them.
 - d. give them a book or pamphlets about the parks or wildlife reserves.
6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
 - a. Trying or testing it.
 - ☒ b. Reading the details about its features.
 - c. It is a modern design and looks good.
 - d. The salesperson telling me about its features.
7. Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, eg. riding a bike. You learned best by:
 - a. watching a demonstration.
 - ☒ b. listening to somebody explaining it and asking questions.
 - c. diagrams and charts - visual clues.
 - d. written instructions - e.g. a manual or textbook.

8. You have a problem with your heart. You would prefer that the doctor:
- a. gave you a something to read to explain what was wrong.
 - b. used a plastic model to show what was wrong.
 - ☒ c. described what was wrong.
 - d. showed you a diagram of what was wrong.
9. You want to learn a new program, skill or game on a computer. You would:
- a. read the written instructions that came with the program.
 - b. talk with people who know about the program.
 - ☒ c. use the controls or keyboard.
 - d. follow the diagrams in the book that came with it.
10. I like websites that have:
- a. things I can click on, shift or try.
 - ☒ b. interesting design and visual features.
 - c. interesting written descriptions, lists and explanations.
 - d. audio channels where I can hear music, radio programs or interviews.
11. Other than price, what would most influence your decision to buy a new non-fiction book?
- a. The way it looks is appealing.
 - ☒ b. Quickly reading parts of it.
 - c. A friend talks about it and recommends it.
 - d. It has real-life stories, experiences and examples.
12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:
- a. a chance to ask questions and talk about the camera and its features.
 - b. clear written instructions with lists and bullet points about what to do.
 - ☒ c. diagrams showing the camera and what each part does.
 - d. many examples of good and poor photos and how to improve them.
13. Do you prefer a teacher or a presenter who uses:
- ☒ a. demonstrations, models or practical sessions.
 - b. question and answer, talk, group discussion, or guest speakers.
 - c. handouts, books, or readings.
 - d. diagrams, charts or graphs.
14. You have finished a competition or test and would like some feedback. You would like to have feedback:
- a. using examples from what you have done.
 - b. using a written description of your results.
 - ☒ c. from somebody who talks it through with you.
 - d. using graphs showing what you had achieved.
15. You are going to choose food at a restaurant or cafe. You would:
- ☒ a. choose something that you have had there before.
 - b. listen to the waiter or ask friends to recommend choices.
 - c. choose from the descriptions in the menu.
 - d. look at what others are eating or look at pictures of each dish.
16. You have to make an important speech at a conference or special occasion. You would:
- a. make diagrams or get graphs to help explain things.
 - ☒ b. write a few key words and practice saying your speech over and over.
 - c. write out your speech and learn from reading it over several times.
 - d. gather many examples and stories to make the talk real and practical.



The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

Question	a category	b category	c category	d category
3	K	V	R	A

Scoring Chart

Question	a category	b category	c category	d category
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of Vs circled =

Total number of As circled =

Total number of Rs circled =

Total number of Ks circled =

5
5
4
2