

CIPD Diploma in Applied Human Resources

Developing Professional Practice in Human Resources (5CDPP)

Activity 1 - 5

Word Count included in appropriate activities (see body of assignment)

Student Name: Victoria Lauren Evans

Student Number: 1707444

CIPD Membership Number: 48734057

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed: 

Date: 10.01.2020.

Activity 1

My HR Development Programme

To support and develop my HR professional career, I have chosen to study Level 5 CIPD Diploma in Applied Human Resources. The programme duration is 18 months and my studies commenced in September 2019. The programme involves attending workshops monthly and is designed to be an apprenticeship, which means there is no cost to the course.

Following acceptance of a place, I was sent course details which included the programme timetable (EV1). I diarised all the classes and assignment deadlines and ensured my manager was copied in, for her own reference on when classes and deadlines were due to be.

Prior to the first class in September, Alison Williams, who is a course coordinator at Coleg Sir Gar visited me at my workplace to run through the apprenticeship contract which was a requirement for eligibility for the course. She also advised that she would visit me at my workplace every 6-8 weeks to complete a progress report on how I was progressing with the qualification.

On the first day, we were all provided with a programme handbook (EV2) and were asked to complete an induction questionnaire (EV3). To begin the course successfully and ensure every student is aware of what is to be expected and how to find support, an induction is very important. The induction detailed the course outline, Moodle and what Moodle can offer students, Information around Turnitin (the university electronic submission portal for assignments), library tour and information, core texts, further details about lecturers and when they will teach each module and also how to join the CIPD as a student member.

We were informed that CIPD membership is a mandatory requirement of the course, and we were required to become student members. I have found the resources useful in the past but becoming a student member has allowed me to gain access to more of what the CIPD has to offer, for example case studies, research and advice.

The programme is made up of modules and requires a mixture of assignment and work based 'portfolio' evidence work to meet assessment criteria. The theory is taught in a class-based setting and an assignment is then set based on the theory taught. Deadlines are set periodically but are usually around once every month. Alongside this, it is a requirement to keep a portfolio of evidence which is submitted at the end of the course in 2021. The course tutor provides an assessment sheet with every assignment to ensure students are aware of what criteria is to be met within the task (EV4) and also a matrix that breaks down each learning outcome (LO) in the assignment (EV5). A module directory was also provided on Moodle, the university's learning platform, which provided information on the modules in the course in detail should students wish to review this (EV6).

As the programme is managed by the University of Wales Trinity Saint David (UWTSD) but is taught at the Coleg Sir Gar Pirblwydd campus, it means that I hold student membership of

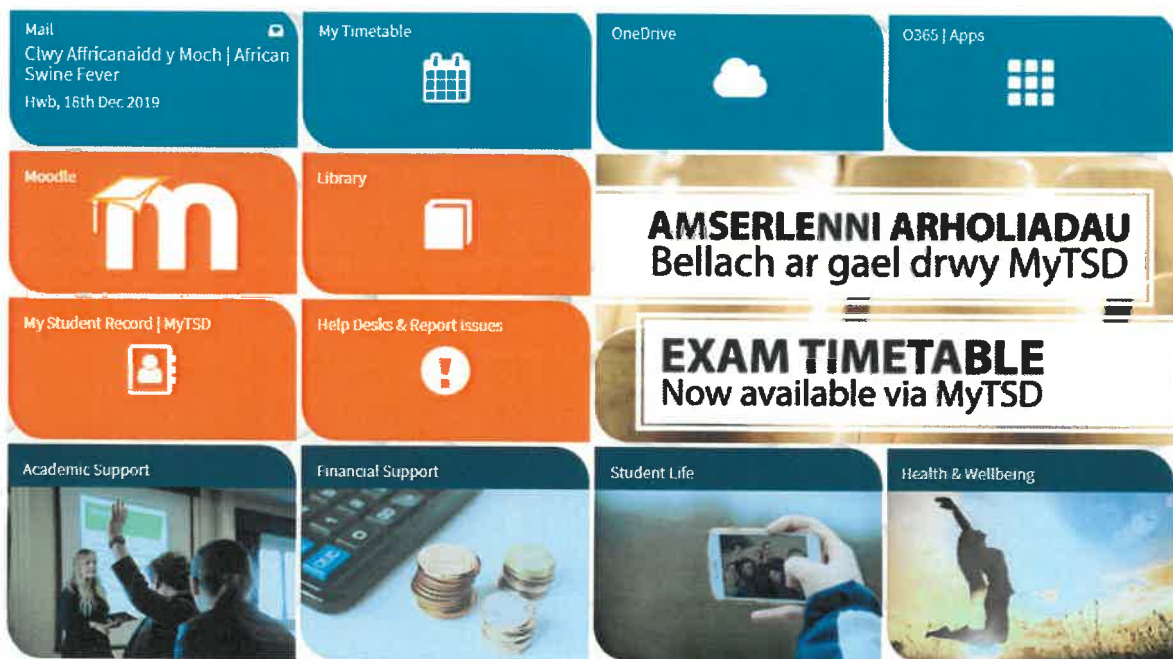
the two institutions. This is beneficial as it allows access to a broader range of resources across several campuses throughout South Wales.

Resources at both UWTSD and Coleg Sir Gar include:

- Library resources
- Student Services including help with study, personal and financial issues. There are also services such as peer support and access to counselling

Website resources also include academic Handbooks which include study guides and resources such as learning how to reference properly, access to timetables, student email account, links to resources such as journal articles and also IT support.

See below a screenshot of the website resources, which is known as 'the Hwb':



There are also several codes of practice that one needs to adhere to, not only to be a successful student but also, to ensure the guidance and ethics of the CIPD are met. The student code of practice (EV7), found on the UWTSD Moodle page outlines the general principles of being a student at the university including disciplinary offences, examples of unacceptable behaviour and sanctions.

The CIPD code of practice (EV8), which I can also find on Moodle and also on the CIPD website advises that all members of the CIPD must commit to upholding and maintaining the standards and behaviours ('obligations') set out in the document. The standards apply to all CIPD Members regardless of their level of membership.

There are four principles:

- Professional Competence and Behaviour - which relates maintaining knowledge and through professional development, having responsibility for professional decisions and seek support where needed
- Ethical Standards and Integrity – which requires members to maintain relationships based on trust and respect, be a role model, promote sensitivity and respect for other cultures and beliefs
- Representative of the Profession – which requires members to act in a way that upholds the profession
- Stewardship – which requires members to challenge others appropriately and demonstrate fair and reasonable standards

The code of conduct can be found at <https://www.cipd.co.uk/about/what-we-do/professional-standards/code>

As most students who attend the course work full time whilst studying, it can be hard to manage or track learning if it isn't structured properly. To minimise concerns and to help manage time, we were provided with a 'managing your learning' guide (EV9) which gave an outline of guided learning hours in relation to on-the-job training, off-the-job training and self-study (for example reading). It also provides a guide on each module and how many hours (approximately) of each a student should complete to be successful within the qualification. This is a very helpful tool to encourage planning and time-management, which is essential particularly when assignments are due, and workloads increase.

It is important that students use all the resources available to them to ensure success on the course. There is also a lot of support available should students need help or assistance with study or other problems, even if they aren't related to their studies. All of the university resources are designed to be user friendly and easily accessible.

CIPD Candidate evidence matrix

(CEM1)

Candidate name: Victoria Evans			CIPD Membership/registration No.: 48734057			
Qualification title: CIPD Level 5 Diploma in Applied Human Resources			Unique Learner No. (ULN): 1707444			
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Course Timetable	EV1		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Programme of Study Handbook	EV2		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Induction Questionnaire	EV3		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Example of CIPD Assessment Activity	EV4		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Example of Learning Outcome Document	EV5		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Module Directory	EV6		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	UWTSD Student Code of Conduct	EV7		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	CIPD Code of Conduct	EV8		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Managing Your Learning Guide	EV9		

Timetable – CIPD Diploma in Applied Human Resources 2019-2021

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

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

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

Document updated on 31.7.19



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

PROGRAMME OF STUDY HANDBOOK

CIPD Diploma in Applied Human Resources

Level 5

INSTITUTE OF MANAGEMENT AND HEALTH

2019-2020

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INTRODUCTION

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

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

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

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

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

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

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

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

FEEDBACK

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

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

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

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

SUPPORT DURING YOUR STUDIES

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

CIPD MODERATOR

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

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

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

The current CIPD Moderator for this Programme of Study is:

Pamela Williams

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

ACADEMIC YEAR 2019/2020

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

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

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

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

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

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

CIPD Membership

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

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

Internal verification of CIPD study centre standards

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

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

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

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

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

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

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

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

MODULAR TERMINOLOGY

Level (of Study):

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

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh Assembly government and available on their website:

<https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf>

ASSESSMENT

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

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

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

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

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional needs in terms of assessment

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

<http://www.uwtsd.ac.uk/services-for-disabled-students/>

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

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

Assessment Regulations

The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:

<http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

Responsibilities of students in relation to the assessment process

As noted in section 7.3 (5) of Chapter 7 of the Academic Quality Handbook, you are responsible for ensuring that:

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

VIRTUAL LEARNING ENVIRONMENT (VLE)

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

Some of Moodle's features allow students to:

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

Moodle can be used for administration tasks such as:

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

How to Access:

You can access Moodle in 3 different ways:

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

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

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

For any technical issues or error messages contact the **IT Service Desk** via:

Web: <https://webhelp.uwtsd.ac.uk>

Tel: 0300 500 5055

Or email: ITServiceDesk@uwtsd.ac.uk

In any correspondence please include your name and username (your student number) together with details of your issue.

ASSESSMENT FEEDBACK VIA TURNITIN

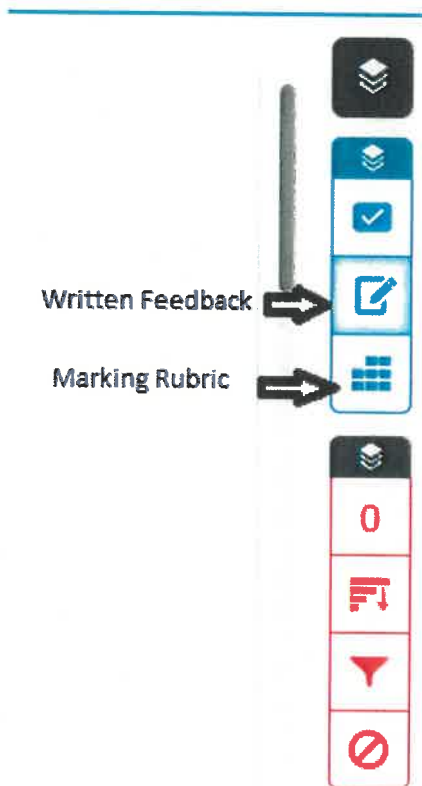
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

Written feedback will comment on the overall work.

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

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

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



(1) CIPD Diploma in Applied Human Resources

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

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

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

Guided Learning Hours

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

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

200 hours to cover the Group B optional units

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

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

CIPD-Specific Assessment Arrangements

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

PROGRAMME STRUCTURE

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

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

UNIVERSITY ATTENDANCE POLICY

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

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

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

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

CODES OF CONDUCT

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

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

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

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

ABOUT UNFAIR PRACTICE AND PLAGIARISM

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

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

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

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

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

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

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

Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Institute Offices. These details are also summarised in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

Avoiding Plagiarism

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

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

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote, depending on which Referencing style you are asked to use.*
- *Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

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

Other types of Unfair Practice

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

LIBRARY AND LEARNING RESOURCES

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

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

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

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

Learning Spaces

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

Online Library

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

InfoSkills

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

Special Collections and Archives

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

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

STUDENT SERVICES

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

STUDY SKILLS

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

Topics covered include:

- Developing effective study strategies
- Planning and writing assignments
- Preparing presentations
- Planning for seminars
- Preparing for exams

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

COMPLAINTS

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

Induction Questionnaire

Diploma in Applied Human Resources

September 2019

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Pirbright Campus Coleg Sir Gar Wednesdays in term time 09.30-4.30 (once a month)
2.	How many modules form part of the programme?	16 modules (5 Core, 6 knowledge based and Competence based modules)
3.	When are the workshops this term?	Once a month; Wednesdays in term time
4.	What is Moodle?	Online resource where reading/info / slides are kept
5.	What is Eduroam?	The college wifi.
6.	What is Turnitin?	where assignments need to be submitted
7.	Do you know when you are required to hand in work?	Yes - deadlines set in timetable.
8.	What are the core texts for this programme?	- Studying Human Resource Management - Taylor and Woodham's (2016) - Human Resource Management: People and Organisations (2019)
9.	Do you know how to access the library catalogue?	Yes - via UWTSO Website, or HUB (library tab)
10.	Do you know who to go to if you have a question/concern about the course?	Julie Thomas or Alison Williams
11.	What is the name of the Training Adviser?	Alison Williams.
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	Yes, 450 hours recommended.
14.	Do you need to be a member of the CIPD?	Yes.
15.	What support is available for study skills?	Student Support Services Provide support via UWTSO.
16.	Do you know where the fire-exits and first aid points are for the building?	Yes.
17.	How many credits is the programme?	90 Credits.
18.	What is the length of the programme?	2 years
19.	Have you been given access to the student handbook and time-table?	Yes - timetable provided before course started, handbook
20.	What academic level is this qualification?	Level 5.

Name: VICTORIA EVANS

Signed: 

CIPD Membership Number (to be added when available):

Signature of Lecturer: 

Date: 20/11/19

CIPD Assessment Activity

Title of unit/s	Developing Professional Practice in Human Resources	
Unit No/s	5CDPP	
Level	5	
Credit value	8	
Assessment method	Work-based evidence, written report, self-analysis, personal development plan with updates.	
Learning outcomes:		
1 Understand the components of a specific HR career development programme 2 Understand the range of HR roles and behavioural requirements of HR professionals 3 Be able to manage self and workload to meet performance requirements 4 Be able to work collaboratively with others, as a member of a team or working group 5 Be able to apply CPD techniques to devise, implement and review a personal development plan		
Assessment brief/activities		Assessment Criteria
Activity 1 Identify and collect information relating to your HR development programme, including: key components of the programme, organisational arrangements and any codes of practice, and key sources of further information. You should also complete an induction questionnaire, issued by your centre, which confirms your understanding of the programme.		1.1, 1.2, 1.3
Activity 2 Write a report in which you briefly explain: - how the CIPD HRPM professional areas and bands define the HR profession - why the HRPM behaviours are essential to being an effective HR professional		2.1 2.2
Activity 3 Collect and present a range of work-based evidence which reflects your ability to: - plan, implement, monitor and evaluate work projects - apply basic techniques for analysing and resolving problems - apply methods for influencing, persuading and negotiating with others		3.1 3.2 4.3
Activity 4 Write a short report in which you: - explain the concept of group and/or team dynamics - explain political behaviour in organisations and how it can impact on the achievement of organisational objectives.		4.1 4.2
Activity 5 - Undertake a self-assessment against a section of the CIPD HR Professional Map, at Band 2, to identify your professional development needs. The section should include: 2 professional areas (1 of which should be a core area) and at least 2 behaviours. - Select at least 3 development options to meet your development needs. - Devise a personal development plan in which you detail your development objectives and justify development options selected.		5.1 5.2 5.3
Activity 6 (see over) During your programme, reflect on your performance against your plan, and record how you are developing your skills, knowledge and behaviours. You should also identify further learning/development needs as you progress, and		5.4

update your plan accordingly. (Activity 6 will therefore not be complete until further along your programme of study.)	
Evidence to be produced/required A portfolio of evidence, which includes: Activity 1: programme materials and completed induction questionnaire Activity 2: written report of about 1000 words Activity 3: portfolio of workplace evidence (see assessment guidance) Activity 4: written report of about 1000 words Activity 5: personal development plan* and notes from self-analysis Activity 6: on-going written updates/additions to personal development plan. * Please refer to the CIPD website for personal development plan templates and examples. All reference sources should be acknowledged correctly and a bibliography provided where appropriate (these should be excluded from the word count). NB: There is also a ‘5CDPP Assessment Guidance’ page giving further guidance on the applied aspects of this unit.	

Intermediate CIPD: Developing Professional Practice in Human Resources

Programme: Intermediate Diploma		Level of Study: 5	
Module: Developing Professional Practice in Human Resources			
Lecturer: Julie Thomas		Assignment due date: 13 th January 2020 Update – Reflection, Plan and Record 24 th May 2021.	
Contact details:		Room: AS219 Tel: 01792 481000 Ext 3031 Email: julie.thomas@uwtsd.ac.uk	
Session		GUIDED LEARNING - CLASS CENTRED (14 hours) Topics covered in class to aid learning AC = Assessment Criteria LO = Learning Outcome	
1	20 th Nov 2019	LO1: Understand the components of a specific HR career development programme. LO2: Understand the range of HR roles and behavioural requirements of HR professionals. LO3: Be able to manage self and workload to meet performance requirements. LO4: Be able to work collaboratively with others, as a member of a team or working group. LO5: Be able to apply CPD techniques to devise, implement and review a personal development plan.	The assessment in detail. Adding Value. The CIPD Profession map. Problem-solving. Conflict Resolution. Development Options.
		Read Chapter 4 and 6 in Taylor & Woodhams (2016). Read about the CIPD Profession Map: https://www.cipd.co.uk/learn/career/profession-map Complete a self-assessment using the CIPD Profession Map. https://www.cipd.co.uk/learn/cipd/map On the job - Discuss the results with your manager in order to produce your development plan. Review this development plan with your manager and update your development record every month. Read chapter 1 of Horn (2009) on 'Organising life and work' (link on Moodle to sample chapter). Read the Chapter on Moodle on 'Effective Teamwork and Communication' (Watson and Reissner, 2014). Complete a Belbin role type questionnaire (available on Moodle) and read about the characteristics of your preferred roles plus allowable weaknesses. The Belbin website is very good for resources – www.belbin.com Recommended: Read pages 119-120 of Horn (2009) on the politics of teams. Recommended: Read chapter 16 of Horn (2009) on project management. Complete a conflict styles questionnaire (available on Moodle). Complete a Learning styles questionnaire (available on Moodle). Ask a colleague to complete a Communication Effectiveness Questionnaire on your communication skills (on Moodle). Complete a Communication Styles questionnaire (available on Moodle). Listen to the CIPD Podcasts: https://www.cipd.co.uk/podcasts/cipd-for-hr https://www.cipd.co.uk/podcasts/landing-transformational-change On the job – review the effectiveness of a learning intervention to meet your development needs. For example, if your manager observed you undertaking a grievance hearing and then discussed the feedback and gave you some coaching, how effective was this in improving your decision-making skills? (Keep a record of this in your own file).	

Intermediate CIPD: Developing Professional Practice in Human Resources

2	12 th May 2021	LO5: Be able to apply CPD techniques to devise, implement and review a personal development plan.	Reflection.	Revisit pages 116-127 of Taylor & Woodhams (2016) for more information on reflection. Review the new CIPD Professional Standards, launched in November 2018.
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Mandatory Reading (text-books):

Taylor, S. and Woodhams, C. (2016). *Studying Human Resource Management*. 2nd edn. London: CIPD. Specifically chapters 4 and 6.

Watson, G. and Reissner, S. (2014). *Developing Skills for Business Leadership*. 2nd edn. London: CIPD. Specifically chapter 8, available on Moodle, but other chapters also provide useful information.

Horn, R. (2009). *The Business Skills Handbook*. London: CIPD. Specifically chapter 1 (available on Moodle).

Recommended Reading (text-books):

Adair, J (2016). *Decision Making and Problem Solving*. 3rd Edn. London: Kogan Page.

Other Sources of Information for Self-directed Learning (40 hours):

www.mindtools.com – for information on most topics including problem-solving.

www.belbin.com – for information on Belbin's theory of team roles.

<https://www.koganpage.com/listing/creating-success> - various guides.

www.cipd.co.uk

Harvard Business Review – Find lots of interesting articles about contemporary issues in business People Management (on-line and hard copy – free with your CIPD membership).

Science for Work website: www.scienceforwork.com

Personnel Today. Available at: <http://www.personneltoday.com/>

HR Magazine. Available at <http://www.hrmagazine.co.uk>

UWTSD Library and Learning Resources. Available at: <http://www.uwtسد.ac.uk/library/>



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

[EV6]
To be used
in conjunction
with Study
Handbook
[EV2]

MODULE DIRECTORY

LEVEL 5

CIPD Diploma in Applied Human Resources

INSTITUTE OF MANAGEMENT AND HEALTH

2019-2020

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MODULES	Error! Bookmark not defined.

INTRODUCTION

This Module Directory includes all the modules for Level 5 within the CIPD Diploma in Applied Human Resources in the academic year 2019-2020.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

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.

CORE MODULES (UNITS)

MODULE CODE: BMPD5000

DEVELOPING PROFESSIONAL PRACTICE IN HUMAN RESOURCES

Purpose and aim of unit

The aim of this unit is to enable the learner to develop a sound understanding of the knowledge, skills and behaviours required by human resources (HR) professionals, whether in a generalist or specialist role. The unit clarifies the context of the learner's specific HR development programme and the opportunities it affords to prepare for a career in HR. It explores a range of roles and career paths available in HR and considers the wider performance requirements, including work management, creative problem-solving and teamwork, required of HR professionals. Having explored HR as a profession, learners are supported to assess their strengths and development areas against HR practice capabilities, identify development objectives, and devise and implement a plan for continuing professional development (CPD). The unit also addresses many of the standards of attainment set out in the Personal Learning and Thinking Skills (PLTS) national outcomes.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the components of a specific HR career development programme.
- 2 Understand the range of HR roles and behavioural requirements of HR professionals.
- 3 Be able to manage self and workload to meet performance requirements.
- 4 Be able to work collaboratively with others, as a member of a team or working group.
- 5 Be able to apply CPD techniques to devise, implement and review a personal development plan.

MODULE CODE: BMPD5001

UNDERSTANDING THE BUSINESS CONTEXT OF HUMAN RESOURCES

Purpose and aim of unit

Human resources (HR) professionals need to understand key developments in the business and external contexts within which organisations and, therefore, HR operate. This unit is designed to encourage learners to critically explore these contexts in order to be able to provide workable HR solutions to address them. The unit enables learners to understand different types of organisation and to analyse the factors which impact on their business and operating environment. These factors are then considered in the light of how they impact on the HR function – its policy and activities. The unit also examines HR's role in organisational strategy and how organisational strategy is converted into HR policy, practice and behaviour.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand organisational factors which impact on the HR function.
- 2 Understand external factors which impact on the organisation's business and their HR function.
- 3 Understand how organisational and HR strategies and practices are shaped and developed.

MODULE CODE: BMPD5003

UNDERSTANDING THE CONTEMPORARY HUMAN RESOURCES FUNCTION

Purpose and aim of unit

The purpose of this unit is to introduce learners to main human resources (HR) activity and to the role of the HR function in contemporary organisations. It focuses on the aims and objectives of HR and how HR objectives are evolving as organisations themselves evolve. In doing so, the unit considers both the transactional and transformational aspects of HR. The unit goes on to explore different ways of delivering HR objectives in organisations and the case for an ethical approach. Finally, the unit considers how the contribution of HR to the organisation can be evaluated and reviews some published research linking HR activity with positive organisational outcomes.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the purpose and key objectives of the HR function in contemporary organisations.
- 2 Understand different models of delivering HR services.
- 3 Understand the role of ethics in HR management and development.
- 4 Understand how HR's contribution to the organisation can be evaluated.

MODULE CODE: BMPD5004

UNDERSTANDING EMPLOYMENT LAW

Purpose and aim of unit

Recent decades have seen a substantial increase in the extent to which the employment relationship in the UK, Ireland and the EU is regulated through employment legislation. As a result, human resources (HR) professionals are now obliged to take account of legal requirements in different jurisdictions when carrying out many central aspects of their role. The purpose of this unit is to introduce the major areas of employment legislation and the employment law system, focusing in particular on how day-to-day HR activities are subjected to some form of regulation. The unit is intended to provide an overview of employment legislation, rather than a detailed focus on specific employment laws, for those who need to understand emerging developments in the management of the employment relationship in local and international jurisdictions. The unit also addresses the majority of the standards of attainment set out in the Employee Rights and Responsibilities (ERR) national outcomes.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the purpose of employment regulation and the way it is enforced.
- 2 Know how to manage recruitment and selection activities lawfully.
- 3 Know how to manage change and reorganisation lawfully.
- 4 Know how to manage issues relating to pay and working time lawfully.
- 5 Know how to ensure staff are treated lawfully at work.
- 6 Know how to manage performance and disciplinary matters lawfully.

MODULE CODE: BMPD5002**USING A RESEARCH APPROACH IN HUMAN RESOURCES****Purpose and aim of unit**

Human resources (HR) professionals need to understand the research process and the use of research to both inform and develop their practice. This core unit develops the learners' knowledge about the research process and how research can improve understanding, aid decision-making and provide the basis for a change in practice. They will develop their skills in identifying and reviewing data sources and presenting a business report for different purposes. The unit also provides opportunities for learners to further develop their personal learning and thinking skills, especially independent enquiry.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the meaning of research and the research process.
- 2 Be able to conduct a data review and analyse the findings.
- 3 Be able to draw meaningful conclusions and make recommendations.
- 4 Be able to prepare clear, business-focused reports on an HR issue.

GROUP A MODULES (UNITS)

MODULE CODE: BMPD5009

UNDERSTANDING COACHING AND MENTORING IN THE ORGANISATION

Purpose and aim of unit

The purpose of this unit is to develop learners' understanding of both coaching and mentoring and of the potential value of both practices within organisations. The unit begins by exploring the concepts of coaching and mentoring, the similarities in, and differences between them and the validity of grouping coaching and mentoring together, as they so often are. The unit goes on to look at different models of implementing coaching and mentoring in organisations, the role of line managers in both the practices and the factors that all organisations should consider before implementation. Finally the unit considers the potential benefits of coaching and mentoring for both coach/mentor and coachee/mentee, as well as, importantly, for the organisation. Although the unit does not expect the learner to be a skilled coach or mentor, it does prepare them for making a contribution to coaching and mentoring activities within an organisational context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concepts of coaching and mentoring.
- 2 Understand different ways coaching and mentoring can be implemented in organisations.
- 3 Understand the potential benefits of coaching and mentoring in organisations.

MODULE CODE: BMPD5007

UNDERSTANDING EMPLOYEE ENGAGEMENT

Purpose and aim of unit

This unit provides learners with a broad understanding of what is meant by employee engagement, and how it can be linked to, and yet distinguished from, other related concepts. It explores the key components of employee engagement and the processes through which high levels of engagement can be secured and sustained within an organisation, and the importance of alignment between these different processes. The unit goes on to consider the rationale for high employee engagement and the potential benefits to be gained. Finally, the unit considers trends in employee engagement and, based on these, the possible future for employee engagement in organisations.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concept of employee engagement.
- 2 Understand the key components of employee engagement.
- 3 Understand the potential contribution of employee engagement to positive organisational outcomes.
- 4 Know how to access and interpret employee engagement data.

MODULE CODE: BMPD5006**UNDERSTANDING THE LINK BETWEEN INDIVIDUAL AND ORGANISATIONAL PERFORMANCE****Purpose and aim of unit**

This unit introduces the learner to how organisations can drive sustained organisation performance by creating a high-performance work organisation (HPWO) and involving line managers in the performance management process. The unit explores the conceptual framework of high-performance working (HPW) and examines its impact on organisational performance, competitive advantage, employee engagement and employee well-being. Further, the unit examines performance management processes and how the involvement and commitment of line managers can encourage and support HPW.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concept of high-performance working and how it can benefit individuals and the organisation.
- 2 Understand the contribution of the performance management process to high levels of performance.
- 3 Understand the role of line managers in the performance management process.

MODULE CODE: BMPD5010

UNDERSTANDING THE MANAGEMENT OF CHANGE

Purpose and aim of unit

This unit develops an understanding of change and change management in organisations. It begins with consideration of what drives change, what enables change and what hinders change, and how key theories and models can support our effective management of change. The unit goes on to explore the importance of positive relationships to change processes and how these can be built and developed, including an analysis of the different types of communications and support likely to be needed by all those involved. Finally the unit focuses on the practical aspects of managing change – how to plan for change, best practice in implementing change – how to monitor activities to keep things on track and how to assess the impact of change.

Learning outcomes

On completion of this unit learners will:

1. Understand key principles, theories and models relating to change in organisations.
2. Understand the importance of communication and relationship management within change processes.
3. Know how to plan, implement and monitor change processes.

MODULE CODE: BMPD5008**UNDERSTANDING THE MANAGEMENT OF EMPLOYMENT RELATIONS****Purpose and aim of unit**

Human resource (HR) professionals need to understand key developments in the theory and practice of employment relations, both within and beyond the immediate organisational context. This unit allows learners to develop the knowledge required to make effective judgements about employment relations policy, processes and practice in both local and European jurisdictions. The unit is designed to encourage learners to research and gain an understanding of the broader developments that are influencing the effective management of the employment relationship in indigenous and multinational organisations.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand theoretical approaches to employment relations.
- 2 Understand the roles of key parties involved in employment relations.
- 3 Understand different models of employee representation.
- 4 Understand different forms of conflict behaviour and dispute resolution.

MODULE CODE: BMPD5005**UNDERSTANDING RESOURCING AND TALENT PLANNING****Purpose and aim of unit**

A fundamental part of the human resource (HR) management role is concerned with the mobilisation of a workforce, taking responsibility for ensuring that the organisation is able to access the skills it needs, at the time and in the places that it needs them, to drive sustained organisation performance. This involves attracting, retaining and, from time to time, managing the departure of staff from the organisation. This unit introduces learners to the labour market and to the strategic approaches organisations take to ensure they are able to meet their current and anticipated talent and skill needs. The unit also explores the key practices that organisations use to resource their organisations and good practice in each of these areas. These encompass workforce planning, succession planning, attracting and retaining talent, recruitment, selection, dismissal, redundancy and retirement processes.

Learning outcomes

On completion of this unit, learners will:

1. Know how to undertake core talent planning activities.
2. Know how to attract and retain talent.
3. Understand good practice in relation to organisational resourcing activities.

GROUP B MODULES (UNITS)

MODULE CODE: BMPD5014

CONTRIBUTING TO COACHING AND MENTORING IN THE ORGANISATION

Purpose and aim of unit

The purpose of this unit is to extend learners' knowledge of coaching and mentoring and to support them in applying this to the development of effective coaching and/or mentoring programmes within an organisation. Learners are first required to assess the current level of coaching and mentoring activity in the organisation and the value this has in supporting the achievement of individual, team and organisational objectives. Using this knowledge, learners are then required to make appropriate recommendations for developing coaching and mentoring activity, taking into account how this fits with the organisation's wider human resource development/learning and development (HRD/L&D) strategy, and other factors/potential barriers which could have an impact on further development. Learners are also required to actively contribute to the implementation of either coaching or mentoring initiatives (or both, if appropriate) in the organisation, through promoting benefits, assisting the development of systems, helping build the capability of potential coaches or mentors, providing information/guidance to potential coaches/mentees and supporting the evaluation and continuous improvement of programmes.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development.
- 2 Be able to support the implementation of coaching and/or mentoring programmes within an organisation.

MODULE CODE: BMPD5013**CONTRIBUTING TO EMPLOYEE ENGAGEMENT IN THE ORGANISATION****Purpose and aim of unit**

This unit develops learners' knowledge and skills in relation to employee engagement, with a focus on the practical realities of gauging and enhancing employee engagement in the workplace. It requires the learner to investigate and assess current levels of employee engagement in order to evaluate the incidence and effectiveness of current engagement processes. Learners will consider the key drivers for, and hindrances to, engagement within an organisation and also research best practice in other relevant organisations. Based on this analysis and research, learners will go on to identify ways in which the organisation could enhance employee engagement and to draw up a realistic plan for how at least one of these strategies could be implemented.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to assess levels of employee engagement within an organisation.
- 2 Be able to evaluate current organisational approaches to employee engagement.
- 3 Be able to recommend and plan strategies to raise levels of employee engagement within an organisation.

MODULE CODE: BMPD5012

CONTRIBUTING TO IMPROVING ORGANISATIONAL PERFORMANCE

Purpose and aim of unit

Human resources (HR) professionals have a key role to play in improving organisational performance, through implementing individual performance management policies and activities. This unit enables learners to further develop their knowledge in this area and to apply it in activities in the workplace. Learners are required to support line managers in activities such as monitoring performance, addressing poor performance, encouraging high performance, and carrying out performance and development reviews. The unit goes on to review an organisation's overall approach to performance management and the extent to which this contributes to organisational performance. Finally, the learner is supported to generate ideas for how the organisation's approach could be developed and make meaningful recommendations for improvement.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to provide information on performance management activity within an organisation.
- 2 Be able to support line managers to deliver performance management activities within an organisation.
- 3 Be able to assess the impact of performance management activities on organisational performance and make recommendations for enhancement.

MODULE CODE: BMPD5015

CONTRIBUTING TO THE MANAGEMENT OF CHANGE

Purpose and aim of unit

This unit enables learners to extend their knowledge of change management and apply it to the management of real change processes within the organisation. Learners are required to establish the need, objectives and potential benefits of change and to devise a plan for implementing appropriate change processes, including relevant communication and support strategies for those affected by the changes. Once the plan is agreed with decision makers the learner is required to play a key role in implementing the plan, maintaining positive relationships and providing information and support to others involved, and maintaining appropriate records of activities. The learner is also required to monitor change processes and make justified adjustments to their implementation where needed. Finally the learner is required to assess the impact of the change and to communicate this to stakeholders identifying any further corrective or development actions required to ensure the success of the change project.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to plan for the implementation of change processes within an organisation.
- 2 Be able to implement a change plan
- 3 Be able to assess the impact of change processes within an organisation.

MODULE CODE: BMPD5011**CONTRIBUTING TO RESOURCING AND TALENT PLANNING IN THE ORGANISATION****Purpose and aim of unit**

The human resource (HR) management role is concerned with the mobilisation of a workforce, taking responsibility for ensuring that the organisation is able to access the skills it needs, at the time and places that it needs them, in order to drive sustained organisation performance. This involves attracting, recruiting, retaining and, from time to time, managing the departure of staff from the organisation. This unit requires learners to review the organisation's strategic approach to talent planning and make recommendations for how this can be developed. It also requires learners to contribute directly to activities which underpin the effective resourcing of an organisation, such as: developing job descriptions, person specifications or competency frameworks; undertaking recruitment and selection activities; or participating in redeployment, redundancy or retirement activities.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to review and evaluate an organisation's approach to talent planning.
- 2 Be able to recommend ways to improve an organisation's approach to talent planning.
- 3 Be able to contribute to people resourcing activities.



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



SE1: Student Code of Conduct

Introduction

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

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

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

General Principles

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

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

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

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

Definitions

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

People

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

People

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

Property

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

University

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



*Championing better
work and working lives*

Code of Professional Conduct

As the professional body for HR and people development, the CIPD is the voice of a worldwide community of more than 150,000 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.

CIPD Diploma in Applied Human Resources

Managing your Learning

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

Guided learning hours includes off and on the job learning.

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

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

(Welsh Government, 2017)

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

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

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

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

How to manage your learning:

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

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

The Business School

12th September 2018

Activity 2

CIPD HR Profession Map

How does it define the HR Profession?

Student Number: 1707444

**Word Count: 1,100 excluding Title Page, Executive Summary
and References**

Executive Summary

The aim of the following report is to define and explore the CIPD HR Profession Map and how it defines the HR Profession and assists HR practitioners with their professional development. The report will also identify key areas that HR Professionals should consider and adhere to in order to progress within their career. The report will conclude with recommendations for HR professionals.

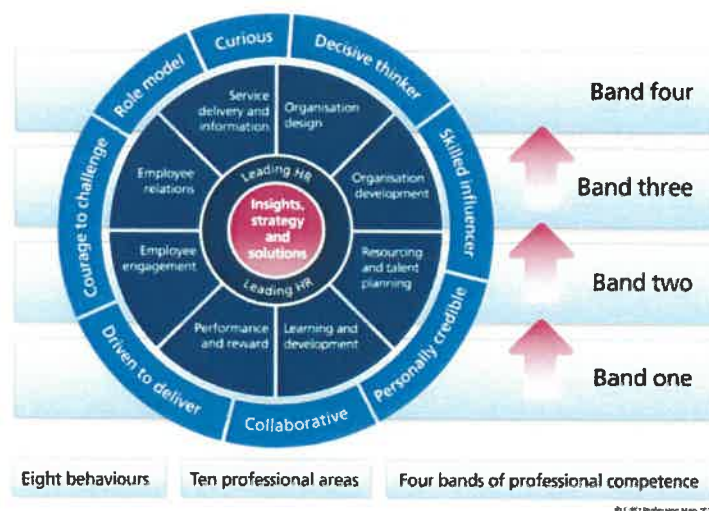
Introduction

The CIPD HR Profession Map details competencies that HR practitioners require both now and in the future. It should be used to encourage HR Professionals to recognise their own professional requirements and build on their skills and knowledge to progress. It is also a robust guide on what it means to be a professional within the field of HR.

The Profession Map and its Role in HR

HR should work to deliver organisational performance and should be thought of as an applied business discipline. It is important that HR professionals have “deep business contextual and organisational understanding” delivering solutions and strategy to move the business forward, whilst also understanding wider business issues and how they fit with the overall organisational strategy (CIPD, 2015, P9).

The Profession Map was developed firstly in 2009, but for the purpose of this report, the 2015 version of the map will be referred to. The map is made up of ten HR specialisms and eight essential behaviours that “...underpin good practice regardless of specialism.” (CIPD, 2015). Within the map, there are also two ‘core’ professional areas which are Insights, Strategies and Solutions and Leading HR which all HR professionals should adhere to, irrespective of level. These principles link HR to the wider business and underpin HR’s ability to deliver people centred commercial solutions.



The behaviours within the map are deemed as essential “for a HR professional to carry out their activities.” (CIPD, 2015) and ensure a level of competency is met.

The eight behaviours are as follows:

- Curious – focuses on long term goals, open minded and looks to add value to the organisation. A good example would be developing organisational strategy.
- Decisive Thinker – able to analyse data to make recommendations and robust decisions. For example, analysing sickness absence and influencing managers to support a robust RTW procedure to improve absence.
- Skilled Influencer – able to get buy-in and trust from stakeholders throughout the business. For example, it is noted within an article in Personnel today (2018) that HR should “partner with senior leaders and effectively communicate with all levels of the organisation. It has to ensure senior leaders and all employees are aligned on the strategy and purpose of the organisation.” This can be prudent when working on strategic change and buy-in is required from several parties.
- Personally Credible – leads with professionalism and utilises HR expertise and commercialism to add value.
- Collaborative – able to work collectively and inclusively with others inside and outside an organisation, building strong relationships.
- Driven to Deliver – resourceful and delivers results.
- Courage to Challenge – able to challenge others confidently with robust knowledge, resilient when changes occur or new challenges arise.
- Role Model – leads by example and has an ethical approach. Acts as an impartial party, showing integrity always.

Accompanying the professional areas, the map includes four competency ‘bands’ which (generally) associate with career stages. The map advises at each band what the individual should focus on and how to enhance skills at each level. Below is an example of an area of competence and how at each band, an individual should be operating in a professional area:

	Band 1	Band 2	Band 3	Band 4
<i>Define strategy</i>	4.1.1 Collate and structure contextual information relating to the organisation's current state.	4.1.2 Coach managers and stakeholders to assess the capability and capacity of the team using an appropriate model to assess the impact of factors such as behaviour, attitudes, culture, skills, systems, communication flows and organisation design on the team's ability to deliver the plan.	4.1.3 Collaborate with leaders and human resources managers to evaluate and understand the capacity and capability of the organisation.	4.1.4 Interrogate organisation strategy and operating plan at the highest level to understand key organisation development needs and compare them with the organisation's current capacity and capability to deliver.

(CIPD, 2015)

The CIPD developed a new profession map in 2018, and there are some distinct differences. The knowledge and behaviour sections of the map are now linked to CIPD membership levels, and at the centre of the map is the CIPD's continuing purpose which is “to champion better work and working lives” (CIPD, 2014) which the CIPD has advised needs to be at the

centre of HR. The values at the core of the map are to be principles-led, evidence-based and outcomes-driven which underpins the role of HR within organisations.



The CIPD developed the new map to ensure the profession can adapt and be innovative in the future, particularly with changes in all aspects of working lives, the law and the external business environment.

How do we define a HR Professional?

There are many aspects of being a HR professional, but it can be said that it is difficult to define exactly what a HR professional is. Lester (2010, pg2) defines a professional as:

- Someone who uses expert or specialist knowledge
- Exercises autonomous thought
- Commits voluntarily to a set of principles
- Isn't necessarily a member of a defined profession or professional association

This differs from the CIPD's most recent profession map guidance, as the map now links exclusively to membership bands. It can therefore be argued that to be regarded as a professional, an individual should be aligned with a professional association, as usually there are certain criteria to be met. Such organisations uphold high ethical standards, and should these not be met, an appropriate disciplinary procedure is in place to require members to leave (Johns and Perkins, 2016).

The CIPD is the only HR professional body in the UK, however, it is not compulsory to hold membership. To conclude, many HR practitioners within the UK are CIPD members so it could be said that due to its credibility, to be deemed a HR professional an individual should hold CIPD membership. However, a professional can also be someone who maintains core principles according to the earlier citation of Lester (2010). Therefore, the definition can be more than one dimensional, and professionalism can be based on knowledge and behaviours, as well as membership of an organisation. Such membership should be used to underpin the aforementioned points, rather than replace them.

Conclusion

The role of the HR Profession Map is to ensure practitioners are competent and underpins how HR professionals should be operating. It should aid development and ensure pathways into different stages of a HR career are defined and supported. Madden and Mitchell (1993) refer to the “maintenance and enhancement of knowledge, expertise and competence” and it can be said that the profession map should be consistently referred to and used throughout an individuals’ career. Finally, to achieve professionalism within HR, individuals should be prepared to understand how to manage themselves appropriately at work. This includes managing difficult relationships, time management and communication skills.

Recommendations

Continuous Professional Development (CPD) is essential to be a HR professional and is central to development within the profession. It can be said that “knowledge, skills and continuing professional development are at the top of the twenty-first century agenda.” (Watson and Reissner, 2014). Therefore, CPD should be encouraged as a core part of development; professionals should maintain a development plan and also demonstrate behaviours that align with the profession map. HR practitioners should strongly consider membership of the CIPD to gain professional status, but firstly ensure their own credibility and understanding of the principles set out by the CIPD.

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Activity 3

Work Based Evidence

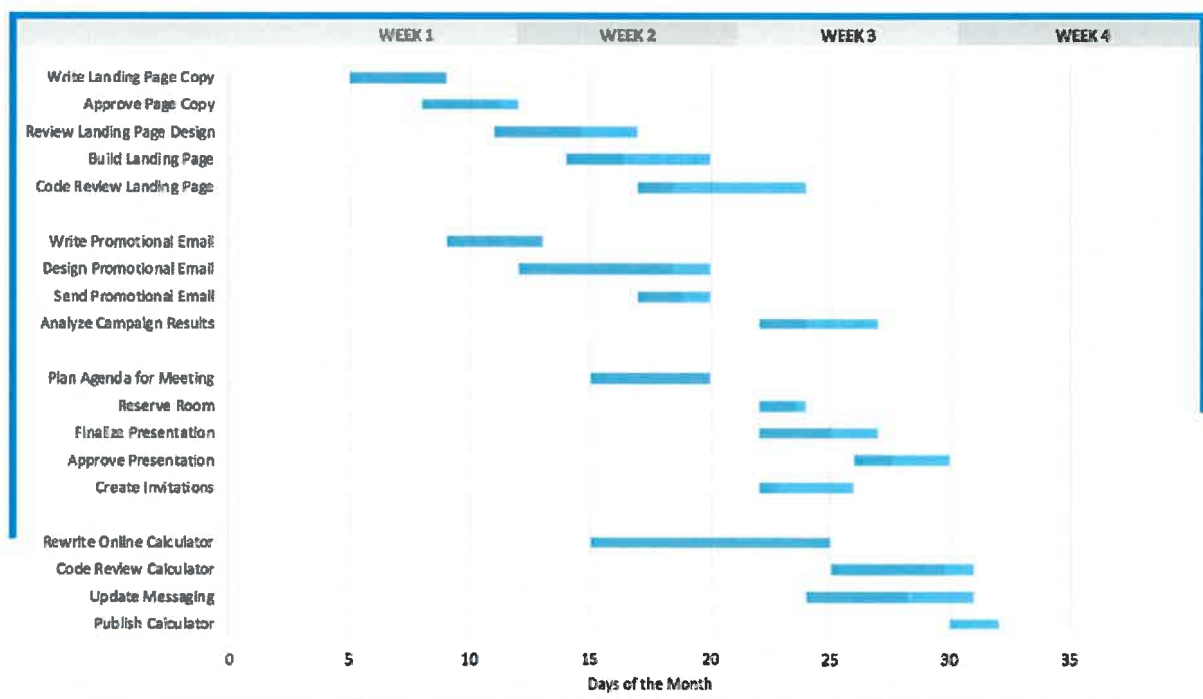
Work Projects, Resolving Problems and Influencing/Negotiating with Others

The following document evidences where I have planned and implemented a work project, analysed and resolved problems and influenced or negotiated with others within my organisation.

There are five stages of project management:

- Initiation – the project idea is formed, and stakeholders are identified
- Planning and design – at this stage, it is decided what resources are required, both in respect to time and physical resources
- Execution – when the project itself begins
- Monitoring and Controlling – where project progress is monitored from start to finish, and any 'tweaks' are made
- Completion – project ends, and questions are then asked i.e. what has been learned, and what sustained change has been made, for example

Regardless of the size and nature of the project, the above process is a good way of ensuring a project is managed appropriately. Many project managers use Gantt charts to monitor progress and plot stages. Developed by Henry Gantt in the 1910's, these charts also help with time management and ensure a project doesn't run over on time. An example of a Gantt chart is below:



Within project management, it is reasonable to say that problems should be expected to arise. There are many techniques to problem-solve, and there are a number of ways to approach a problem within a project using such techniques.

Brain-storming is a popular technique, particularly in teams, to solve problems. Brain-storming is when ideas are put down or mapped into groups or categories, for example on a sheet of paper or board, to help individuals explore ideas and then narrow down what should happen next. Another way of solving issues could be to list pros and cons, and then debate what is listed before proceeding with an idea. There are also some famous theories around problem solving, for example De Bono's 6 Thinking Hats (1985), where parallel thinking and perspective is explored to problem solve. The system is used as a tool for group discussion and the 6 hats each have a different colour, each representing a different perspective. The 6 perspectives are:

- Blue Hat – Process
- White Hat – Facts
- Red Hat – Feelings
- Green Hat – Creativity
- Yellow Hat – Benefits
- Black Hat – Cautions

When used to solve problems, the hats can improve decisions as individuals use the 6 hats to see an issue from a different perspective, which can lead to a better resolution.

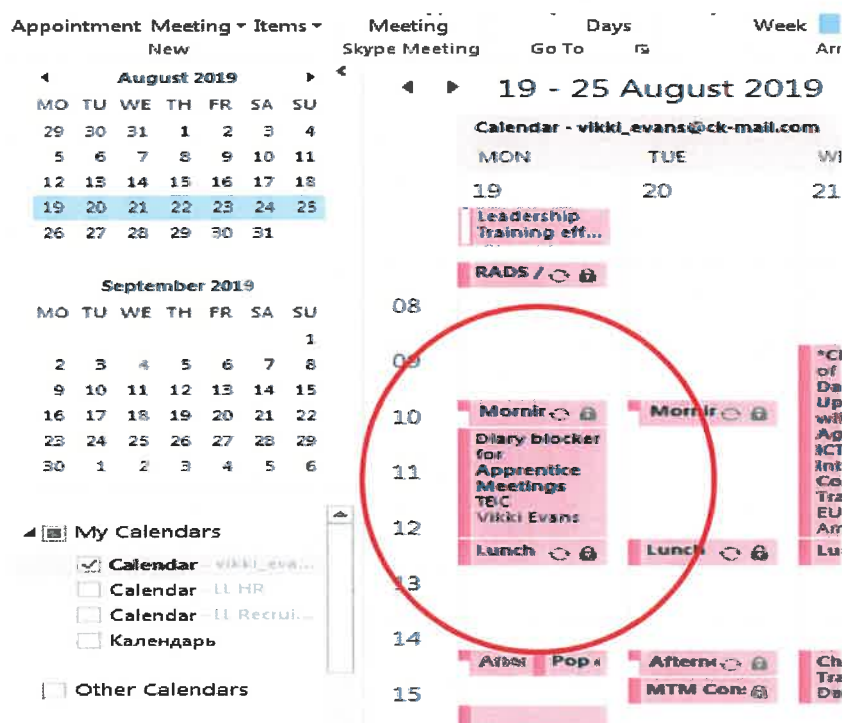
Another example of a method to problem solve is the fishbone diagram, which is very similar to and can be used in brainstorming as it can be used to sort issues or problems into categories that can be clearly reviewed. The problem starts at the 'head' of the fish and the problems lead all down the spine of the fish. When causes of the problems are identified, solutions can then be looked for and discussed.

Influencing and negotiating is very important when changes are needed or buy-in is required for a particular initiative within an organisation. HR Professionals often need to use skills of negotiation and influence within their daily activities, and it is important that these skills are developed in order to successfully manage situations such as this. Yemm (2008) wrote that to be an effective influencer, certain characteristics are needed. Friendliness, the ability to build trusted relationships and negotiating skills are all traits that effective influencers possess. Negotiation should be used to reach an agreement or an understanding with common ground, and to reach this agreement, the final outcome should be understood. Also, the consequences of the agreement, alternative plans, goals and dynamics within an organisation should all be considered before anything is finalised. It can be said that effective negotiators will seek a 'win-win' outcome, where they and the party that they are trying to influence both feel they have 'won' and both parties are happy with the result.

There are many situations where I have used project management to ensure a project I have developed runs smoothly, and also, during these experiences, I have had to draw upon my experience of problem solving to resolve issues and move forward.

An example of a project I have managed 'start to finish' is when my organisation required a formal process in relation to the Apprenticeship Programme to be developed. I had coordinated and developed an apprenticeship programme in a previous role, so I felt confident that I could draw on my experience to manage the project from initiation to completion.

Firstly, for my initiation stage of the project, I met with the manager of the department where all four of the apprentices worked. I set up meetings to suit via email (EV1) and sat down for approximately two hours to scope out the project requirements. The manager explained what stages the apprentices were at within their programme, what they were studying and also, where they were situated within the plant in relation to work based activity. He advised me of what he would like to see happen, and thankfully, was on-board with my plans for formalising the process as he felt overwhelmed by trying to manage the programme as it was, which he felt was 'scattergun' in nature. Below (circled) is the calendar entry for these initial meetings for me to understand the scope of the project:



Within the meeting, the manager advised the details of the education providers, lecturers and assessors that the apprentices were involved with. I decided to also meet with the lecturers and assessors so I could get an understanding of the apprentices' progress with their academic and NVQ study, as part of the apprenticeship programme would be to ensure academic progress was monitored and reviewed, alongside work-based activities. It

was at this stage I started to plan and design the process, as I was starting to visualise what was needed and how I could start the project. I contacted the college, introduced myself and made a start to arrange meetings to introduce myself to them in person and share my plans (EV2), and also, within my organisation planned initial meetings with the apprentices alongside their assessor (set up via telephone, so no evidence available). As noted in the email trail, it took a long time to get a response from the appropriate person at the college which could be frustrating on times; however, through persistency and by also contacting via telephone, I managed to secure a meeting. During projects such as this, it is important not to feel disappointed if things don't go exactly to plan, and to try to stay motivated by visualising the end goal.

Within my initial meeting with Coleg Sir Gar, the apprentice's education provider, I explained what I hoped to achieve by developing a process behind the apprenticeship programme. I advised that I planned to hold quarterly review meetings with the apprentices, their mentors and the section leader, to identify if there were any issues and track progress both inside work and in college. These were to be supplemented by meeting with the NVQ assessors periodically and also, the programme lead in Coleg Sir Gar. These meetings could take place in person or over the phone. I suggested to the college that academic reports should be sent each term, with a break down of Effort, Conduct and Attendance, alongside tutor comments. This was where I felt my project truly started, as I had understood what all of the parties' involved roles were within the apprenticeship programme, both internally and externally.

Following the meeting, I emailed the programme lead the dates of the quarterly review meetings (EV3) so he could send over an example of a progress report for me to review prior to the start of the quarterly review meetings. I was sent an example (EV4) which I advised contained all of the information required for us to discuss the academic progress of the apprentices within the planned meetings. In time for the initial meetings in December 2019, I was sent a progress update for each apprentice by their programme lead (in the format of EV4). By coming up with a plan of what I wanted the college to provide for us to use in the meetings, I was able to begin to control elements of the project that were important for success and ensured any changes were made before implementing.

Throughout the project, I was putting together a formal process in the form of a PowerPoint, that could be used within the organisation as a tool for management to follow should they recruit an apprentice, and also, the process could be used to manage the continuing apprentice cohort. The process (EV5) is a 'how to guide' on how to manage the Apprenticeship programme which was presented to the Union and Senior Management Team for approval, to be used in the organisation going forward. The process covers the current process, what needs to improve, recommendations, the 'potential' process going forward (what I hoped to see happen) and the next steps required in order for the process to evolve. The process has almost all of the Five Project Management Stages included and is

a start to finish guide designed to be simple enough for anyone to pick up and be able to manage the process successfully.

It was at this stage where I had to use negotiation and influencing skills in order to get 'buy-in' from these parties and it proved difficult. The issues faced mainly were kickback on why the process needed to be developed further as there had been apprentices on site for a number of years. My argument was that I wasn't necessarily changing the process, but the process needed to be formalised because there was nothing in place of a formal nature. It also ensured that when we recruited new apprentices into the business, they were properly monitored and encouraged rather than blending into the workforce. I had to encourage the opposing parties that they needed to think about apprentices in a different way to our 'regular' employees, and that they needed different kinds of support to ensure they got the best experience whilst completing the programme. It was during this negotiation that it was important to draw on my experience with dealing with conflict and also remember the dynamics of groups. I therefore offered clarity on the topic and highlighted what needed to be changed and why. I also asked for suggestions for improvements from those who had experience in dealing with the apprentices within the organisation, to keep it relevant. I compromised on some stages of the process due to resources (a recruitment campaign for 2020 was requested to be put on hold due to organisational changes) which I respected and accepted. The process was then finalised, and a final copy was released to the senior management team, which now forms part of our talent and resource planning strategy.

Since the implementation of the process in October 2019, I have made some improvements. I have developed an apprentice quarterly review form (EV6), which I derived from our PADR documents used for yearly appraisals. The review form covers discussion points around positive and negative activities, training and development and agreed actions to be completed by the next meeting. Apprentices and their mentors are required to sign the form after the meeting to commit to the actions being completed. This ensures the process is monitored in a formal way, particularly as the forms are recorded and used to supplement actions or targets for the apprentices to achieve. I also track meetings and any changes with the academic tutors, assessors and college days on spreadsheets which helps to keep the process consistent and controlled (EV7 and EV8).

In conclusion, I was very happy to reflect on the project and even though there were difficulties at times, I felt I drew on skills such as negotiation, consistency and diplomacy to find a solution. The outcome is that I have developed something that is very useful for the organisation and is part of the Human Resource Strategy. The process was needed and seems to be working well for all parties involved. It is a process that will inevitably keep changing and elements may be added or removed in the future, but it suits the organisation in its current state. I have planned all review meetings up until the end of 2020 and intend to continuously monitor progress between the planned reviews. By doing this, I can identify what works and what doesn't more efficiently and be able to make any necessary changes.

References

CMI, 2002. *The Gantt Chart*. [Online]

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<https://www.managers.org.uk/~media/Campus%20Resources/Henry%20Laurence%20Gantt%20-%20The%20Gantt%20Chart>

[Accessed 2 January 2020].

De Bono, E. 2009. *Six Thinking Hats*. 1st ed. London: Penguin.

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[Accessed 2 January 2020].

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CIPD Candidate evidence matrix

(CEM1)

Candidate name: Victoria Evans				CIPD Membership/registration No.: 48734057		
Qualification title: CIPD Level 5 Diploma in Applied Human Resources				Unique Learner No. (ULN): 1707444		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 3.3	Email to department manager to set up initial project planning meeting	EV1		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 3.3	Email trail between VE and Coleg Sir Gar Programme Lead regarding meeting set-up	EV2		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 3.3	Email trail notifying college of review meeting dates and introducing Coleg Sir Gar progress report format	EV3		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 3.3	Coleg Sir Gar Progress Report Example	EV4		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 3.3	Apprenticeship Process Framework (Draft Recommendations) – October 2019 – PowerPoint Presentation	EV5		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 3.3	Apprentice Quarterly Review – One to One Review Form Template (Internal)	EV6		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 3.3	Excel Spreadsheet – College/Assessor Tracker	EV7		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 3.3	Excel Spreadsheet - Apprentice Review Meeting Tracker	EV8		
Candidate declaration:						
- I confirm that the work/evidence presented for assessment is my own unaided work. - I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action. - I agree to this work being subjected to scrutiny by textual analysis software if required. - I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998.						

• I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records. • I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.	
Signature: 	Date: 09.01.2020.

Notes on candidate evidence matrices

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

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

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

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

Evans Vikki

From: ~~David James~~
Sent: 19 August 2019 09:18
To: Vikki Evans
Subject: Apprentice Meetings

Vikki,

We can meet with ~~Sarah & Andrew~~ (Mentor) today at 11:00. Unfortunately ~~that~~ ~~Andrew~~ is off (sick) today so we can only meet the apprentices today (~~that~~ ~~Sarah~~ & ~~Andrew~~) @ 11:30. ~~Andrew~~ is afternoons this week.

Regards,

~~Dave James~~

Section Leader, Maintenance

Calsonic Kansei Europe plc, Llethri Road, Felinfoel, Carmarthenshire, SA14 8HU

Desk: +44 1554 747 399
Mobile: +44 7805 176 876
E-Mail: dave.james@marelli.com

As stated in the May 10, 2019 press release, Calsonic Kansei and Magneti Marelli have merged under one worldwide brand – MARELLI.

In order to unify our company brand, we will change the e-mail address to the following from August 12, 2019 (Switched in wave from July 29 and be completed by the morning of August 9).

My current address: dave_james@ck-mail.com



My new address : dave.james@marelli.com

The current address will remain active for the next 12 months but please register the changes at your earliest convenience.
We apologize for your inconvenience.

By coming together under one name, the company will even better leverage its unique skills to boost competitiveness through an ongoing focus on innovation, upon which Magneti Marelli has built its reputation, and "Monozukuri" - the excellence in product, process and quality which Calsonic Kansei is known for.

Thank you for your continuous support.

[EVI]

Evans Vikki

From: Andrew Tindall <Andrew.Tindall@colegsirgar.ac.uk>
Sent: 10 October 2019 11:47
To: Evans Vikki
Cc: Benjamin Murphy; Jeff Morris; [REDACTED]
Subject: Re: FW: Introduction
Attachments: HNC Mech Yr 1 Grp 1 & 2 TT 2019-20 v1.xlsx; HNC Mech Yr 2 TT 2019-20 v3.xlsx; Term_Dates_19_20_English_CSG.docx

Hi Vikki

I am sorry, a month already, I do apologise.

May I call in to go through the current programme and discuss how this meets Calsonic's requirements?

Currently we have three level three apprentices with you - **Scott Jones** (Electrical), assessed by **Benjamin Murphy**, **Keat Phillips** and **Chris Burrows** (Mechanical), assessed by **Jeff Morris**. **Jeff** has recently taken this role over after a member of staff retired over the summer. They are also visited by a training adviser, **Robert Harris**, who completes the Welsh Government requirements.

Our assessors aim to visit once a month and **Robert** needs to visit every 2 months.

The three apprentices are attending college as well. **Scott Jones** has started his Electrical/Electronic Engineering HNC year 1, (Mon); **Chris Burrows**, HNC year 1 (Tues) and **Benjamin Murphy** HNC year 2 (Thurs), both on Mechanical Engineering. I have attached the timetables and this year's term dates.

Let me know a convenient time to visit and I can ask the assessors and training adviser to make contact as well.

Many thanks

[REDACTED]

[EV2]



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

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

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Please consider the environment - do you really need to print this email?

>>> <vikki.evans@marelli.com> 10/10/2019 09:57 >>>
Good morning Adam,

I sent the below email just over a month ago but I am yet to receive a response.

Could you please review and get back to me if possible?

Many thanks,

Vikki

From: Vikki Evans
Sent: 06 September 2019 10:00
To: Adam.Tennants@colegsirgar.ac.uk <Adam.Tennants@colegsirgar.ac.uk>
Subject: Introduction

Hi Adam,

Hope you are well.

I just wanted to make an introduction, my name is Vikki and I have recently joined Calsonic as a HR officer.

I am looking to formalise the apprenticeship programme here a little more, particularly around contact with the colleges, and having more involvement/contact with the assessors that meet our apprentices.

Would you be able to let me know who currently visits our apprentices to assess them for their NVQs, please?

I can then make contact directly with them myself.

Thanks in advance,

Vikki

Vikki Evans
HR Officer

Calsonic Kansei Europe plc, Llethri Road, Llanelli, Carmarthenshire, SA14 8HU
Desk: +44 1554 747 265
E-Mail: vikki_evans@ck-mail.com

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Evans Vikki

From: Adam Trenchard <Adam.Trenchard@colegsirgar.ac.uk>
Sent: 21 October 2019 10:02
To: Evans Vikki
Subject: Re: Review Meetings
Attachments: Calsonic Report Dec 2019.docx

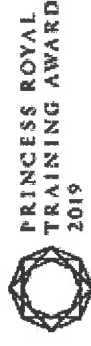
Hi Vikki

Nice to meet you last week.

The dates are fine and I have attached the format we use for other companies which I hope is OK.

Many thanks





Rhan o Grŵp PCDDS Part of the UWTSO Group

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

Cysidwrch yr amgylchedd - a oes wir angen argraffu'r e-bost hwn?
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>>> <vikki.evans@marelli.com> 18/10/2019 08:42 >>>

Hi Adam,

It was good to catch up with you earlier this week; thanks for coming in.

With regards to the apprentice interim/quarterly reviews we discussed, the following dates are planned in the calendar for these to take place:

- Wednesday 11th December (to discuss term 1)
- Wednesday 1st April (to discuss term 2)
- Monday 29th June (to discuss term 3)

We would then look to discuss plans going forward with the apprentices around mid-August (i.e. return to college dates etc)

Could you please confirm if it would be possible to receive a summary of each terms' 'performance' in time for the above dates for each of the apprentices?

We are flexible on dates so if you need the dates to change to suit having the reports, that is absolutely fine.

Please confirm when you can.

Many thanks,

Vikki

Vikki Evans
HR Officer
Human Resources Department

Calsonic Kansei Corp.

Tel: +44 1554 777265

E-mail: vikki.evans@marelli.com / URL: <https://marelli.com>

※The e-mail address has changed.

Llethri Road, Llanelli, Carmarthenshire, SA14 8HU



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CALSONIC PROGRESS REPORT -

ELECTRICAL HNC 1

HNC UNITS											
Principles 1 (RJ)			PLCs (RD)			Maths 1 (AiT)			Electronics I (MH)		
E	C	A	E	C	A	E	C	A	E	C	A
Grades/Graddau: 1 = Very Good / Da iawn 2 = Good / Da 3 = Satisfactory/Boddhaol 4 = Poor / Gwael 5 = Referral / Cyfeiriad E = Effort / Ymdrech C = Conduct / Ymddygiad A = Attendance & timekeeping / Presenoldeb											

MECHANICAL HNC 1

HNC UNITS														
Des & Manf (JW)			Prof Practice (JW)			Mech Sci 1 (CD)			Elec Tech (LW)			Maths (AiT)		
E	C	A	E	C	A	E	C	A	E	C	A	E	C	A
Grades/Graddau: 1 = Very Good / Da iawn 2 = Good / Da 3 = Satisfactory/Boddhaol 4 = Poor / Gwael 5 = Referral / Cyfeiriad E = Effort / Ymdrech C = Conduct / Ymddygiad A = Attendance & timekeeping / Presenoldeb														

MECHANICAL HNC 2

HNC UNITS											
Materials (CD)				Bus Mangt (JW)			Project (JW)			Thermo 1 (CD)	
E	C	A	E	C	A	E	C	A	E	C	A
Grades/Graddau: E = Effort / Ymdrech C = Conduct / Ymddygiad A = Attendance & timekeeping / Presenoldeb											

COURSE TUTOR COMMENTS

Apprenticeship Process Framework (Draft Recommendations)

HR – October 2019

Agenda

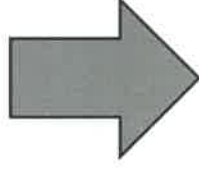
- Current Apprentices
- Current Process – What needs to improve?
- Recommendations
- Potential Process Going Forward – ‘Start to Finish’
- Next Steps

Current Apprentices

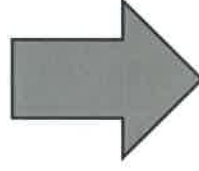
- 3 Apprentices currently employed at CKLL – all located in Maintenance
- ~~██████████~~
 - Commenced September 2016
 - HND Currently being studied; due to complete by end of apprenticeship
 - End of Apprenticeship September 2020 (4 year term)
- ~~██████████~~
 - Commenced September 2017
 - HNC Currently being studied; now in Year 2
 - End of Apprenticeship September 2021 (4 year term)
- ~~██████████~~
 - Commenced September 2018
 - HNC Currently being studied; now in Year 1
 - End of Apprenticeship September 2021 (3 year term)

Current Process

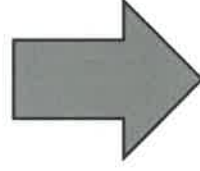
Recruit at Coleg Sir Gar



Offer Made

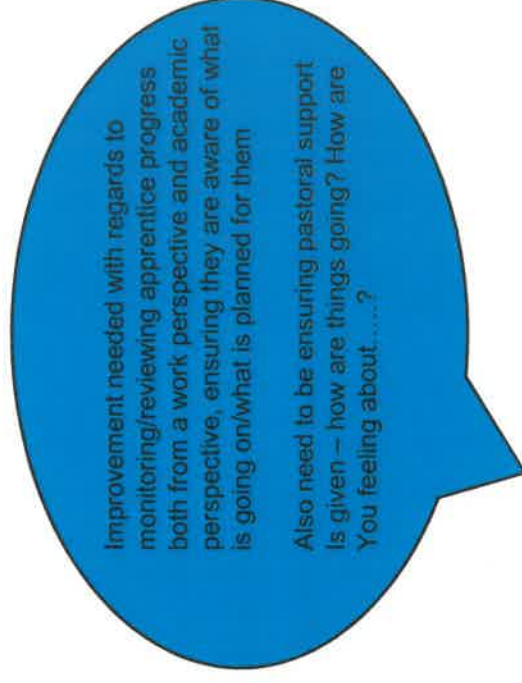


Assigned to Mentor
– is this from the
very beginning?



Enrol on BTEC/HND &
NVQ courses

.....what is next?



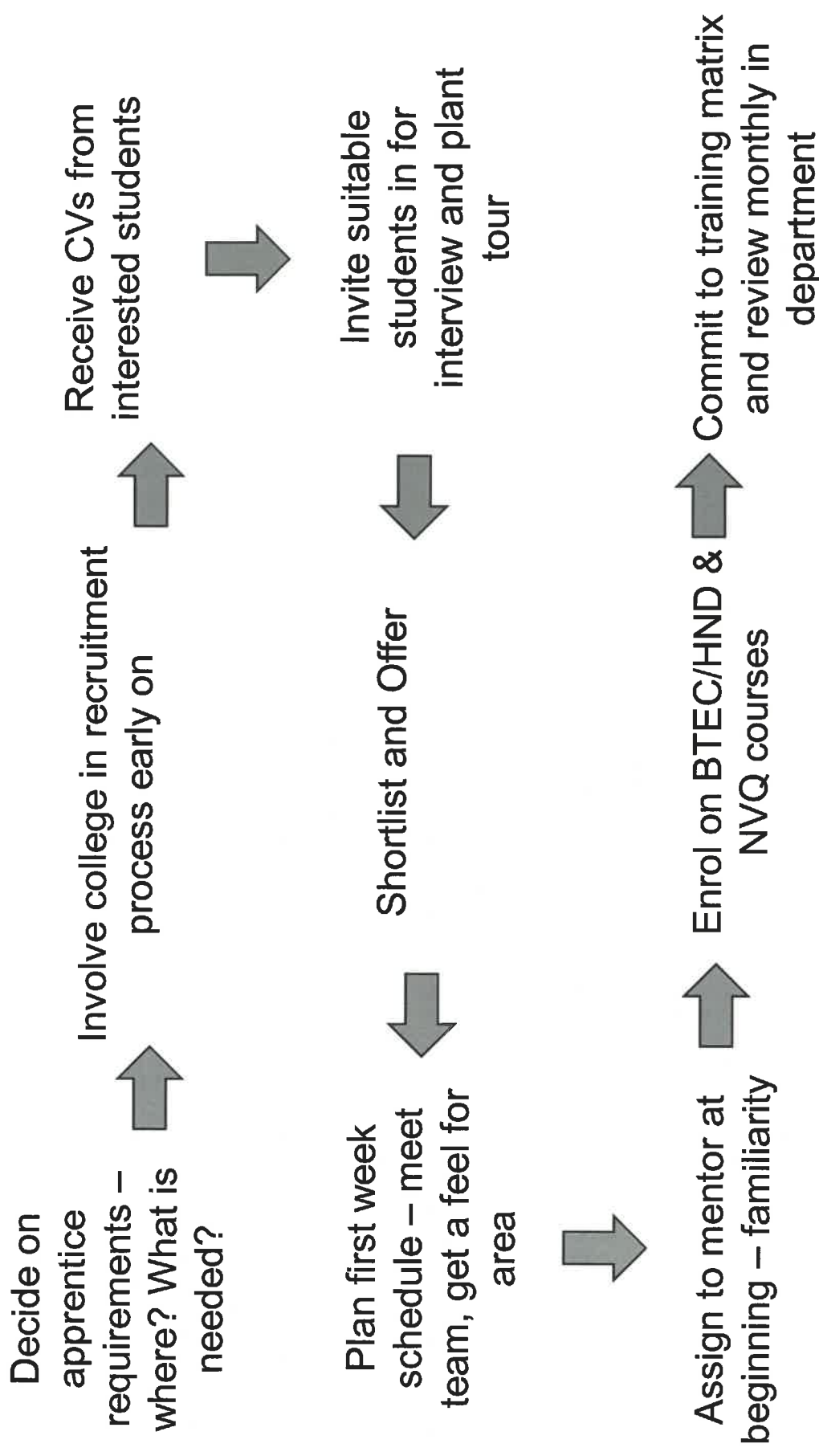
Improvement needed with regards to monitoring/reviewing apprentice progress both from a work perspective and academic perspective, ensuring they are aware of what is going on/what is planned for them

Also need to be ensuring pastoral support is given – how are things going? How are you feeling about....?

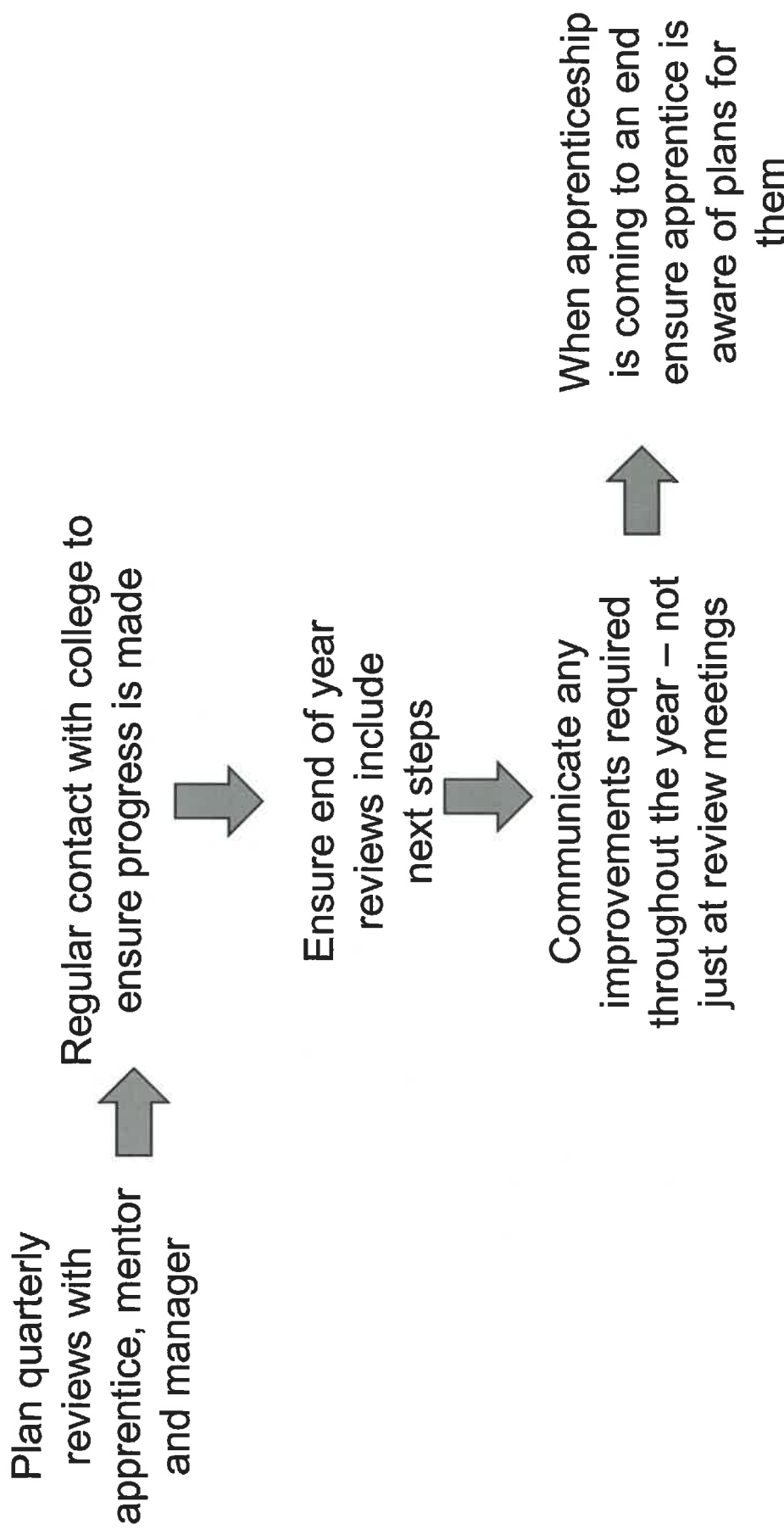
Recommendations

- Build stronger relationship with Coleg Sir Gar and meet with them regularly
 - Assessors
 - Lecturers
- Plan out review meeting schedule with current apprentice cohort
- Stick to meetings and prepare ahead
- Identify training requirements and build into matrix – work based learning will feed from this, as well as project work and academic study
- Formalise apprentice recruitment strategy going forward
 - Are we recruiting in 2020? What are our plans?
 - Think ahead about requirements and get college on board with recruitment of the best talent – sooner rather than later
 - Interviews and plant tours with employees – give prospective apprentices the opportunity to see the environment

Potential Process Going Forward - 'Start to Finish'



Potential Process Going Forward – ‘Start to Finish’



- Communication with apprentices is incredibly important to ensure they are not only performing within their role, but they are getting the most out of what they are doing and are enjoying it
- Having a sense of direction and process behind the programme will ensure this
- Monitoring how they get on with study is also important, as this can impact on how they feel in work and within the apprenticeship as a whole
- Keeping to regular face-to-face meetings with apprentices ensures we can get feedback consistently, and involving mentors can help to strengthen the apprentices’ relationship with their mentor and the wider team
- Having a strong process in place will also ensure we can attract good talent and have a stronger reputation when it comes to recruiting apprentices into CKLL

Next Steps

- Contact made with colleges to start building on relationship – VE to meet with assessors in October
- First review meetings already completed with current apprentices, with end of year meetings in the diary for December
- Meeting planned with [REDACTED] to review current training 'matrix' and what needs to happen with this going forward
- Plans to discuss 2020 recruitment plans later on in 2019 to ensure preparation for Spring recruitment should apprentices be required for September 2020

Template Documentation



Apprentice Quarterly Review - One-to-One Review Form

Name:	Date of meeting:
Part A:	
Observation points (including highlights, insights, performance, progress with development plan and any other issues)	
Lowlight -	
Highlights -	
Other Activities -	
Part B:	
Training & Development (including highlights, insights, performance, progress with development plan and any other issues)	
Planned Training Courses (within the next 1-3 months)	
Self-Development actions (actions the individual will take, or experience, that he/she will expose themselves to)	

1-1 Review Meeting Form

To be used in quarterly reviews to set objectives/goals for the next quarter

Progress Report

Received directly from Coleg Sir Gar detailing apprentices effort, conduct and attendance within college. Reviewed during each quarterly review meeting

CALSONIC PROGRESS REPORT - Dec 2018

ELECTRICAL HNC 1

	HNC UNITS									
	Principles 1 (PL1)	PLCs (PL2)	Maths 1 (M1)	Electronics 1 (EM1)						
Scott Jones	E	C	A	E	C	A	E	C	A	
Grades/Comments:	1 = Very Good / Distinction	2 = Good / Distinction	3 = Satisfactory/Good	4 = Poor / Good	5 = Referral / Fail					
	E = Effort / Yr/week	C = Consist / Yr/week	A = Attendance & Impassivity / Punctuality							

MECHANICAL HNC 1

	HNC UNITS									
	Unit 1: Mech 1 (M1)	Unit 2: Mech 2 (M2)	Unit 3: Mech 3 (M3)	Unit 4: Mech 4 (M4)	Unit 5: Mech 5 (M5)	Unit 6: Mech 6 (M6)	Unit 7: Mech 7 (M7)	Unit 8: Mech 8 (M8)	Unit 9: Mech 9 (M9)	Unit 10: Mech 10 (M10)
Chris Brown	E	C	A	E	C	A	E	C	A	

MECHANICAL HNC 2

	HNC UNITS									
	Unit 1: Mech 1 (M1)	Unit 2: Mech 2 (M2)	Unit 3: Mech 3 (M3)	Unit 4: Mech 4 (M4)	Unit 5: Mech 5 (M5)	Unit 6: Mech 6 (M6)	Unit 7: Mech 7 (M7)	Unit 8: Mech 8 (M8)	Unit 9: Mech 9 (M9)	Unit 10: Mech 10 (M10)
Neil Phillips	E	C	A	E	C	A	E	C	A	

COURSE TUTOR COMMENTS

Thank You



Apprentice Quarterly Review - One-to-One Review Form

Name:		Date of meeting:	
-------	--	------------------	--

Part A:

Discussion points (including highlights, lowlights, performance, progress with development plan and any other issues)

Lowlight –

Highlights -

Other Activities -

Part B:

Training & Development (including highlights, lowlights, performance, progress with development plan and any other issues)

Planned Training Courses (within the next 1-3 months)

Self-Development actions (actions the individual will take, or experience he/she will expose themselves to)

[EV6]



Part C:

Additional actions agreed/Priorities Agreed by next meeting (including timescales and responsibilities)				
<u>Action</u>	<u>Who</u>	<u>When</u>	<u>Review Date</u>	

Part D:

General Discussion Points

Next Meeting Date:

Signed (Colleague):	Date:	Signed (Manager):	Date:
------------------------	-------	----------------------	-------

NVQ Assessors - 2019/20

Name	Assessor	Bias	Frequency	College Day
Scott James	Electrical	Electrical	Monthly	Mon
Chris Brown	Mechanical	Mechanical	Monthly	Tues
Mark Phillips	Mechanical	Mechanical	Monthly	Thurs

All Apprentices reviewed by Peter Henders, Training Advisor - WAG, every 2 months (bi-monthly)

** ~~James Brown~~ replaced ~~James Brown~~ November 2019

CKL Apprentices Interim Review Meeting Tracker											
Name	Apprenticeship End Date	Aug-19	19.08.19	Status	Dec-19	Status	Mar-20	Status	Jul-20	Status	Sep-20
	Sep-19		19.08.19	Completed							
	Sep-20		19.08.19	Completed	04.12.19						
	Sep-21		19.08.19	Completed	04.12.19						
	Sep-21		19.08.19	Completed	04.12.19						

Activity 4

Teams and the Impact on an Organisation

Student Number: 1707444

Word Count: 1,098 excluding Title Page, Executive Summary
and References

Executive Summary

The aim of the following report is to define and explore the Team Dynamics within an organisation, and how teams can impact the effectiveness of a business as a whole. The report will set out examples of how teams can work successfully, and how to manage conflict which is vital to an effective team. The report will also explore political behaviour and how this can be both a positive and a negative for both HR and the wider organisation. The report will conclude with recommendations on how both Team Dynamics and Political Behaviour can be utilised to support an organisation's success.

Introduction

Team dynamics are very important within an organisation, and it can be said that teams are influenced by who they are made up of. It is important that HR Professionals can work within a team, as often they either operate as part of a wider team and/or with other individuals and groups. There are many dynamics that influence a team; power, leadership, structure and the individuals in it, however, it is important for HR to develop resilience and skills related to conflict resolution and working collaboratively.

To work successfully in a team, it is important to understand how to work collaboratively and how to manage conflict. In a group, it can be impossible to work harmoniously at all times, particularly when individuals within a team have different agendas or needs. Conflict can then occur. (Forsyth, 2009). This can impact a team's effectiveness and can lead to a breakdown.

Group Dynamics

Group Dynamics is a term established by Kurt Lewin, a social psychologist in the early 1940's. He wrote that team members will usually take on different roles and behaviours when working within a group. The term describes the impact of the roles and behaviours on the other individuals within the group, and the group in its entirety. This can bring positives and negatives, and any conflicts should be highlighted and worked on as a group with all individuals contributing to the result. Levi (2001) built on Lewis' theory and other research around Group Dynamics to support individuals to become better leaders and better team members themselves. His work, Group Dynamics for Teams, was organised into four sections; characteristics of teams, processes of teamwork, issues teams face and teams at work. His work enables group dynamics to be taught and underpins the principles that Lewin and others set out, but more practically.

Other Team/Group Theories

It is also important to realise that teams go through a number of stages before they work effectively. Tuckman's Team Development Model (1965) was developed as a five-stage process to describe how a team develops over time. The Forming, Storming, Norming, Performing, Adjourning stages are all inevitable for the team to form, face challenges, overcome conflict, find solutions, plan and finally deliver results. The final stage, adjourning, describes the team's eventual break up. HR can use the model to establish at what stage a manager and their team is at, and how to advise appropriate management.

In comparison to Tuckman, Belbin's Nine Team Roles Model (1981) identifies what role individuals take within a team. The model is made up of nine roles; Co-Ordinator, Plant, Resource Investigator, Shaper, Completer/Finisher, Implementer, Monitor/Evaluator, Team Worker and Specialist. The model can be used to build the best team to align with a certain project or task, and it is thought that high performing teams contain all of the nine roles within the model. Exploring Belbin's theory could assist a team with identifying individual roles and aid its success.

Political Behaviour

As briefly mentioned earlier in the report, individuals within a team can act on their own self-interest which can ultimately lead to conflicts. Horn (2009) defined politics as "taking a particular view or position with the intention of personally gaining from that position" which links to the view that individuals may have their own agenda within a team setting. Acting politically can be seen both positively and negatively, as when working in HR it is very important to develop relationships and influence others to get things done. However, this could be seen as HR working in their own interest.

In organisations, it is prudent to be aware of political agendas, but not be involved in them. Politics in an organisation can be detrimental to overall performance if not managed effectively. Mintzberg (1989:72) viewed political behaviour negatively stating that "political activity is usually divisive and conflictive, pitting individuals or groups against the more legitimate systems of influence and... against each other." However, if justified, political behaviour can be reasonable as long as there is good reason behind it from the organisations point of view (Kakabadse, 1983). Organisations should manage political behaviour by managing its operations transparently and ensuring disagreements are not 'personal', whilst remembering that when used to influence, it can sometimes be a useful tool.

Examples of Successful and Unsuccessful teams

Within an organisation, there will always be examples of successful teams and unsuccessful teams. An infamously successful team is Barcelona Football Club, and Pep Guardiola, their former manager was quoted as saying "A team's culture is about the conduct and behaviour of everyone involved, it's working together towards shared objectives and, as such, is an immediately identifiable part of the group's identity." (Guardiola, 2001) which shares a similar viewpoint to Lewin's Group Dynamics theory.

Within my own organisation, there are examples of successful and unsuccessful teams. One example of a successful team was a project team working on moving equipment abroad. They were successful as each individual took on a role that was clearly defined and timescales were planned appropriately. Team members were also given sufficient control over their own actions which meant responsibility and accountability were factors in the success of the team.

An unsuccessful example within my organisation was a team that was quickly formed to deal with a complex contractual issue. Many of the people who needed to be

communicated with were not from the UK, so language barriers were an issue as no team members spoke an appropriate language. The key issue was that team members did not understand their roles, and also at the 'forming' stage, management rushed the process and team members were not selected based on what was best for the long-term goal of the team.

Conclusion

Team working is vital for an organisation to succeed. By identifying roles and planning effectively for success and failures, teams should be able to reach their goals. Conflict should always be managed early on, and it is important for HR to utilise conflict management and resilience to overcome challenges. HR should also advise when a team requires more (or less) support from managers. Political behaviour should be challenged appropriately, and an organisation can utilise it positively as long as there are legitimate reasons to do so.

Recommendations

- Group dynamics should be understood, and HR should develop skills to ensure they are prepared for conflict and how to overcome this.
- Theories and models such as Tuckman and Belbin can be used to support HR and should be referred to when managing teams.
- Political behaviour should only be used when developing relationships or when influence is required on a genuine business issue or strategy.

References

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Activity 5

To identify and assess my developmental needs within my role, I have taken a number of assessments against different sections of the CIPD Profession Map. I undertook assessments in two professional areas (one being a core area) and in two behaviours.

Assessment 1

The first assessment undertaken was 'Insights, Strategy and Solutions' which is a core professional area. My reasons for selecting this area was that within my role, I want to develop more strategically to be less involved in operational day-to-day activities and can progress into more strategy aligned project work alongside my daily tasks.

My assessment results advised a number of actions required at this stage to support my development including:

- Spend time reading and researching the latest HR thinking using the CIPD website and other relevant people publications. Pick something that could improve the way things are done in your organisation and share them with your peers and colleagues.
- Share your approach to writing business cases (including cost-benefit analysis and evaluation metrics) with colleagues and your team. Ask them for feedback.
- Share your own approach to project implementation with others in the organisation and develop them to take on aspects of implementation themselves.

STUDENT ASSESSMENT

Your assessment results



The assessment also advised where the 'gaps' were in my knowledge. I need to develop:

- The capabilities and skills that are needed in the organisation to make it competitive
- Project management tools and approaches

These knowledge gaps will be explored in my Personal Development Plan (PDP) at the end of this document, along with how I will achieve my targeted development.

Assessment 2

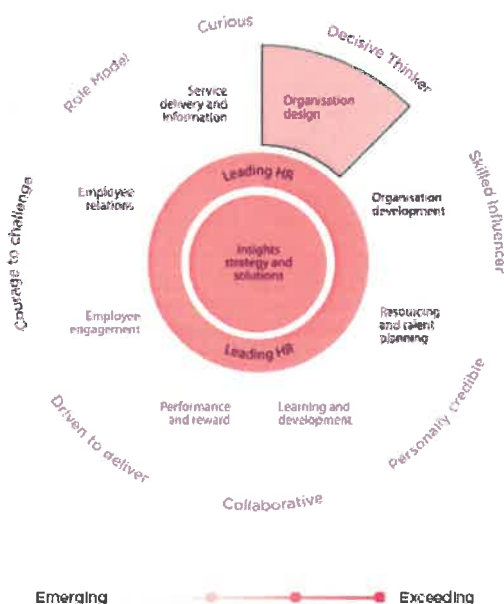
I then took a further assessment within a professional area, and the area I selected was Organisational Design. I selected this area as I have had some experience in OD, for example within my organisation, I have supported strategic activities whilst the business undergoes significant change following a merger to align the structure (for example looking at department structures and staffing levels). However, I feel my experience has only scratched the surface and I would like to develop my knowledge further in this area. This area is again more strategic within the organisation, which links with my reasoning in assessment one regarding developing my role from operational to a more strategic position.

The results of the assessment prompted development actions, including:

- Undertake a SWOT analysis of the organisation's processes, structures and systems with other HR colleagues. Are there processes or systems in your own department that you can change to have a greater impact on the business and its performance?
- Review previous 'business cases for change' that have been used in your organisation where the impact of proposed changes is outlined.
- Review the latest benchmarking data that you have to consider the advantages of other organisation models and structures. Identify any practices that could be implemented in your own organisation and share these with your colleagues.

STUDENT ASSESSMENT

Your assessment results



The assessment also advised where the 'gaps' were in my knowledge. I need to develop:

- Working with managers to define the case for change and assess its impact
- Supporting managers to design their teams to give the best team performance
- Identifying lessons learned from organisation design changes

These knowledge gaps will be explored in my Personal Development Plan (PDP) at the end of this document, along with how I will achieve my targeted development.

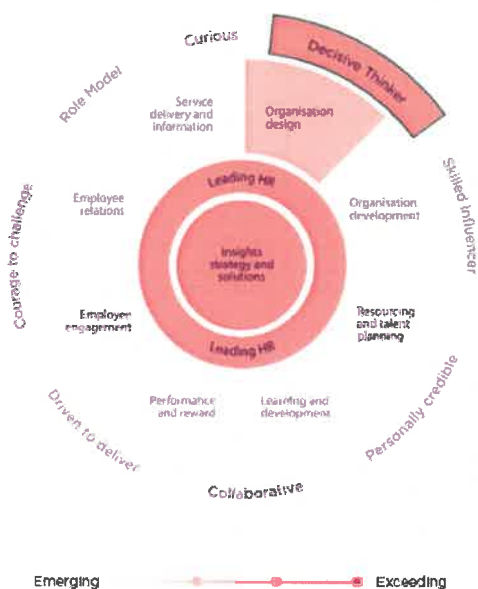
Assessment 3

The third assessment I took was based on a behaviour area of the map. I chose to explore the 'decisive thinker' area. I make decisions within my role on a daily basis, but I wanted to assess what I could do to further develop my decisions and make more critical decisions to support my organisation. The assessment provided the following development actions, which will support my progress in this area:

- Review the decisions you made in connection to a project or significant piece of work. Consider the range of information and data that was valuable in making your decisions and drawing your conclusions and what additional information, data and tools would have been useful. Also think about the pace and timing of your decisions and what factors influenced this.
- Use a number of new analytical or decision-making tools or techniques when making your next challenging decision and then critically evaluate the benefits and drawback of each to inform your future practice.

STUDENT ASSESSMENT

Your assessment results



The assessment also advised where the 'gaps' were in my knowledge. I need to develop:

- Identifying suitable analytical tools or data gathering approaches, depending on the specific context.

These knowledge gaps will be explored in more detail in my Personal Development Plan (PDP) at the end of this document, along with how I will achieve my targeted development.

Assessment 4

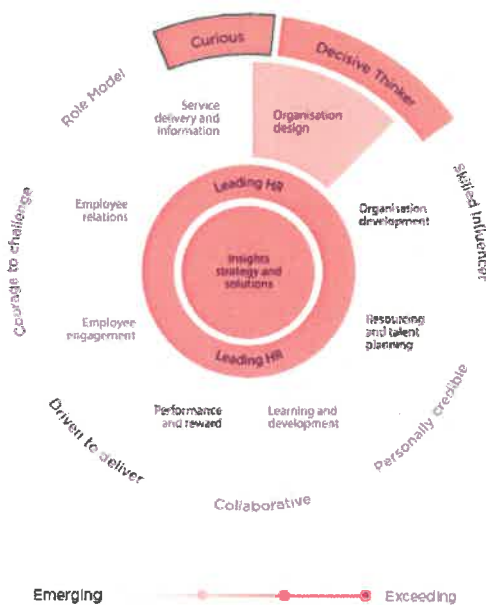
The fourth and final assessment I took was to assess myself in another behaviour. I chose 'curious' to see how I need to develop myself in this area. Curious means you are future focused and look to seek out innovative ways to add value to an organisation. I feel that because I am very busy with operational tasks, I don't get a lot of time to think ahead and think outside of the box to look at innovation within HR.

The assessment results advised that I should do the following to develop myself in this area:

- Proactively research a topic of interest within your area of specialism which is relevant to an upcoming project, or an HR priority for this year. Use your increased knowledge and understanding to improve the HR service offered in your organisation.
- Attend external HR networking events and workshops including those organised by your local CIPD Branch as well as employment law updates and learning seminars. Prioritise those run for your industry / sector and / or your HR specialism or area of interest. Use the insights gained to improve HR advice and solutions in your own organisation.

STUDENT ASSESSMENT

Your assessment results



The following knowledge gap was also something to consider as a result of this assessment:

- Seeking and creating opportunities to test out new ideas and innovations

In order to explore the above four assessment results and actions, I developed my own Personal Development Plan (PDP) to 'map' out my own targets and timescales to review and achieve my targets in an appropriate time (EV1). I plan to share my PDP with my manager in order to get support and guidance with my development in the areas I have chosen.

Within my PDP I have demonstrated how I will meet my actions and appropriate timescales. I have also taken two short assessments of myself; Honey and Mumford's Learning Styles

Questionnaire (EV2) developed in 1986 and also, I have assessed my communication effectiveness by surveying my strengths and weaknesses in this area (EV3). I also asked my manager and a colleague to complete the same communication effectiveness questionnaire (EV4 and EV5) in order to compare my own perception with those who work closely with me.

Honey and Mumford's Learning Styles questionnaire advised me that my learning style preference is activist mainly, meaning I engage fully in new experiences and I am open minded. It also advised that I tackle problems by brainstorming most effectively and that I thrive on new challenges. However, it advised that I can get bored with implementation and longer-term consolidation. This has helped me to realise how I prefer to learn which will assist me with my PDP, particularly where I am very new to experiences (i.e project management, organisational design) and therefore can shape my learning to get the most out of my development in these areas.

I wanted to explore my communication effectiveness too as I think this is going to be important mainly in relation to where I want to develop more strategically in my role. Communication is going to be key here to gain support from my manager and colleagues in relation to my ideas, and also, if and when buy-in is required from rest of organisation. I will also need to communicate with peers for feedback and also be able to accept any constructive criticism.

The surveys received from my manager and colleague are pleasing as they are mostly positive and show that I don't have a lot to improve on with regards to my communication. However, I do feel that in more complex situations, I would like to reflect on my communication and how effectively I communicated to other parties. I have advised in my PDP that I will look at reflecting on this when I have the next available opportunity.

In summary, I feel that exploring my development has been helpful to creating my Personal Development Plan (PDP) and by using the CIPD profession map as a tool to assess where I need to develop, I have been able to create a clear plan of what I need to do to achieve goals and further develop myself within HR. I am looking forward to involving myself in further activities within my role to support my development In accordance with my PDP.

CIPD Candidate evidence matrix

(CEM1)

Candidate name: Victoria Evans				CIPD Membership/registration No.: 48734057		
Qualification title: CIPD Level 5 Diploma in Applied Human Resources				Unique Learner No. (ULN): 1707444		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	Personal Development Plan (PDP)	EV1		
5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	Learning Styles Questionnaire (Honey and Mumford) – completed by myself	EV2		
5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	Communication Effectiveness Questionnaire – completed by myself	EV3		
5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	Communication Effectiveness Questionnaire – completed by Sian Phillips (Manager)	EV4		
5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	Communication Effectiveness Questionnaire – completed by Imogen Scutt (Colleague)	EV5		
Candidate declaration: • I confirm that the work/evidence presented for assessment is my own unaided work. • I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action. • I agree to this work being subjected to scrutiny by textual analysis software if required. • I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998. • I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records. • I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.						
Signature: 				Date: 10.01.2020		

Notes on candidate evidence matrices

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

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

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

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

Development plan

NAME:	Victoria Evans	MEMBERSHIP NUMBER:	48734057
COVERING THE PERIOD FROM:	November 2019	TO:	November 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
Take on more 'strategic' activities within my role.	Identify something that could be improved within my organisation, come up with a solution and present to peers.	Utilise resources such as CIPD website, Personnel Today Magazine, Harvard Business Review to look at what other organisations are doing, and link to mine. Get support from manager and colleagues with ideas, to support when buy-in is required from rest of organisation. Also utilise peers for feedback and constructive advice.	Seeing a successful change in an area of the organisation, even if it is a small change.	Review in Spring 2020, and complete activity/initiative by September 2020
Learn more about the Organisational Structure, particularly after the recent merger. Learn about what has changed and why.	Be involved in discussions with HR teams in other divisions (i.e. Italy) and learn about the structure that could/will be adopted within the organisation in the coming months.	Work with managers to define change and why it needs to happen. Learn from them how teams are designed to perform and get results, also learn from when 'things go wrong'.	Monitor an underperforming team and work with the manager to make improvements and support with advice.	Select team in first instance – review progress in Summer 2020. Complete activity by November 2020.

[EVI]

Improve Project Management Skills	Spend some time shadowing someone confident in project management to understand the principles and Practice. Also understand specific approach to projects which is taken in my organisation.	Identify a confident project manager and ask for mentoring in the subject. Possibly ask to shadow on an upcoming project if appropriate or available.	Look to manage a project utilising new knowledge and identify if there are any changes between new knowledge and how I would have managed a project previously.	Review knowledge through shadowing by May 2020. Take on new project by June 2020 and manage using new knowledge. Review progress by September 2020 and finish project by November 2020.
Learn new ways of analysing data and making decisions	Identify new analytical or decision-making tools or techniques		When I am making my next challenging decision, I will use new techniques then evaluate the positives and negatives and decide if I would use them in future.	Target date will depend on when I use the tools in making a decision (could be at any time) but will aim to learn new techniques by March 2020.

LEARNING STYLES QUESTIONNAIRE

(Honey & Mumford - revised 1986)

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

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

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

- 15. I take care over the interpretation of data available to me and avoid jumping to conclusions. ✓
- 16. I like to reach a decision carefully after weighing up many alternatives. ✓
- 17. I'm attracted more to novel, unusual ideas than to practical ones. ✓
- 18. I don't like disorganised things and prefer to fit things into a coherent pattern. ✗
- 19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done. ✓
- 20. I like to relate my actions to a general principal. ✓
- 21. In discussions I like to get straight to the point. ✓
- 22. I tend to have distant, rather formal relationships with people at work. ✓
- 23. I thrive on the challenge of tackling something new and different. ✓
- 24. I enjoy fun-loving, spontaneous people. ✓
- 25. I pay meticulous attention to detail before coming to a conclusion. ✓
- 26. I find it difficult to produce ideas on impulse. ✗
- 27. I believe in coming to the point immediately. ✗
- 28. I am careful not to jump to conclusions too quickly. ✓
- 29. I prefer to have as many sources of information as possible - the more data to think over the better. ✓
- 30. Flippant people who don't take things seriously enough usually irritate me. ✓
- 31. I listen to other people's points of view before putting my own forward. ✓
- 32. I tend to be open about how I'm feeling. ✓
- 33. In discussions I enjoy watching the manoeuvrings of the other participants. ✗
- 34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance. ✗

35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc. ✓
36. It worries me if I have to rush out a piece of work to meet a tight deadline. ✓
37. I tend to judge people's ideas on their practical merits. ✓
38. Quiet, thoughtful people tend to make me feel uneasy. ✓
39. I often get irritated by people who want to rush things. ✓
40. It is more important to enjoy the present moment than to think about the past or future. ✓
41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition. ✓
42. I tend to be a perfectionist. ✓
43. In discussions I usually produce lots of spontaneous ideas. ✓
44. In meetings I put forward practical, realistic ideas. ✓
45. More often than not, rules are there to be broken. ✓
46. I prefer to stand back from a situation and consider all the perspectives. ✓
47. I can often see inconsistencies and weaknesses in other people's arguments. ✓
48. On balance I talk more than I listen. ✓
49. I can often see better, more practical ways to get things done. ✓
50. I think written reports should be short and to the point. ✓
51. I believe that rational, logical thinking should win the day. ✓
52. I tend to discuss specific things with people rather than engaging in social discussion. ✓
53. I like people who approach things realistically rather than theoretically. ✓
54. In discussions I get impatient with irrelevancies and digressions. ✓

55. If I have a report to write I tend to produce lots of drafts before settling on the final version. ✓
56. I am keen to try things out to see if they work in practice. ✓
57. I am keen to reach answers via logical approach. ✓
58. I enjoy being the one that talks a lot. ✗
59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations. ✓
60. I like to ponder many alternatives before making up my mind. ✗
61. In discussions with people I often find I am the most dispassionate and objective. ✗
62. In discussions I am more likely to adopt a 'low profile' than to take the lead and do most of the talking. ✗
63. I like to be able to relate current actions to a longer term bigger picture. ✓
64. When things go wrong I am happy to shrug it off and 'put it down to experience'. ✓
65. I tend to reject wild, spontaneous ideas as being impractical. ✗
66. It's best to think carefully before taking action. ✗
67. On balance I do the listening rather than the talking. ✓
68. I tend to be tough on people who find it difficult to adopt a logical approach. ✗
69. Most times I believe the end justifies the means. ✓
70. I do not mind hurting people's feelings so long as the job gets done. ✗
71. I find the formality of having specific objectives and plans stifling. ✓
72. I am usually one of the people who puts life into a party. ✓
73. I do whatever is expedient to get the job done. ✗
74. I quickly get bored with methodical, detailed work. ✓

- 75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events. ✓
- 76. I am always interested to find out what people think. ✗
- 77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc. ✓
- 78. I steer clear of subjective or ambiguous topics. ✗
- 79. I enjoy the drama and excitement of a crisis situation. ✗
- 80. People often find me insensitive to their feelings. ✗

(Honey and Mumford 1986)

LEARNING STYLES QUESTIONNAIRE - SCORING

(Honey & Mumford 1986)

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

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

Ring your scores on this chart and join up.

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

LEARNING STYLES - GENERAL DESCRIPTIONS

Activists

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

Reflectors

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

Theorists

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

Pragmatists

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

° *Honey and Mumford 1986*

[EV3] Completed
by
myself.

COMMUNICATION EFFECTIVENESS QUESTIONNAIRE

1. I maintain good eye contact and give people my full attention

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

2. I smile warmly at people when they appear to want to talk to me

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

3. I let people finish what they are saying without interrupting

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

4. I show genuine interest when people are talking to me

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

5. I encourage people to speak their minds openly and share concerns

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

6. I appear in the right frame of mind for all important discussions

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

7. My body language is conducive to attentive listening

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

8. I listen enthusiastically and positively

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

9. I do not trivialise the ideas or views expressed by other people

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

10. I am calm and patient in conversation and discussion

Rarely	Occasionally	Sometimes	Frequently	Always ✓

11. I am well prepared for meetings

Rarely	Occasionally	Sometimes ✓	Frequently	Always

12. I avoid making the other person feel as if they are being interrogated

Rarely	Occasionally	Sometimes	Frequently ✓	Always

13. I communicate feelings as well as ideas and facts

Rarely	Occasionally	Sometimes	Frequently	Always ✓

14. I speak up when I am confused or unsure

Rarely	Occasionally	Sometimes	Frequently	Always ✓

15. I summarise what I have heard to make sure I have understood clearly

Rarely	Occasionally	Sometimes ✓	Frequently	Always

16. I give people time, attention and encouragement so they can get the message across

Rarely	Occasionally	Sometimes	Frequently	Always ✓

17. I communicate clearly when giving information and instruction

Rarely	Occasionally	Sometimes	Frequently	Always ✓

18. I openly demonstrate that I appreciate feedback from other people

Rarely	Occasionally	Sometimes	Frequently ✓	Always

19. I do not insult or demean the other party when offering critical comments

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

20. I am able to get complicated ideas across clearly

Rarely	Occasionally	Sometimes	Frequently	Always
		✓		

21. I deliver my communication at a pace and way that is comfortable for others

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

22. I demonstrate that I am helpful and genuine in conversations

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

23. My written communications are clear and concise

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

24. I keep everyone informed where appropriate

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

Please provide any further details on what I do well:

I am open with communication and always seek to engage others

Please provide any further details on what I could do better:

In difficult / complex situations, I hope that I communicate well - I will reflect on this during my next 'complex' situation faced.

Thank you for your time

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Please provide any further details on what I do well:

Have an approachable and friendly nature.
engage with others putting yourself in their
situations to understand their feelings or points.

Please provide any further details on what I could do better:

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Thank you for your time

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