

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 1, 3 and 5
Portfolio of Evidence

Student Name: Leanne Aitken
Student Number: 53274276
CIPD Membership Number: 1810266

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: 28 November 2018

ACTIVITY 1 – INTRODUCTION

The CIPD Level 5 Diploma in Applied Human Resources is a two year Welsh Government apprenticeship programme administered through Coleg Sir Gar which is the equivalent to the second year of a university degree in the UK and takes the form of a work based learning programme. This sees students engage in a blended learning approach which includes monthly lectures on campus (off-the job-training) and on-the-job training where managers provide training / learning and development opportunities to students. Apprentices continue to undertake their day-to-day role throughout the duration of the programme.

The Coleg Sir Gar Training Advisor (Alison Williams) conducts progress visits with apprentices in their places of work every 56 days in order to track progress with students and their employers.

This programme is delivered by the Programme Director (Julie Thomas) on behalf of University of Wales Trinity Saint David (Business School) and comprises of 16 units (totalling 90 credits (QCF)) with the CIPD guided learning hours being 450 over the course of the two years. Students are required to supplement these classroom contact sessions with self-directed learning to cover off the reading / preparation of evidence for assessment.

Following successful completion of the programme, candidates are eligible to become Associate members of the CIPD, which is recognised as a professional level of membership (entitling members to use the designation, AssocCIPD, after their name). This is a globally recognised qualification and this transferability is likely to increase both work opportunities and earnings for CIPD affiliated members.

According to the CIPD website, all members must commit to uphold and maintain the standards and behaviours as laid out in the Code of Professional Conduct document and there is also a requirement for students to adhere to both the Coleg Sir Gar Code of Conduct (as laid out in the Apprenticeship Learning Agreement) and the University of Wales Trinity Saint David's Student Code of Conduct for the duration of their studies.

There are a number of ways in which students can access resources whilst studying, which include (but are not limited to):

- The Student Resources Hub on the CIPD website (containing the largest collection of online HR resources worldwide) and access to career management tools (for example, utilising the CIPD Profession Map assessments to map the continuing professional development journey).
- The University of Wales Trinity St David's website (uwtsd.ac.uk containing quick links to IT, email, learning and student support services).
- Students also have access to libraries onsite at Coleg Sir Gar and University of Wales Trinity St David campuses.

The following documents are included in this submission:

- Coleg Sir Gar Apprenticeship Induction Booklet (cover page completed and signed)
- Apprenticeship Learning Agreement (completed and signed)
- Completed VARK Questionnaire (Version 7.1)
- Timetable – CIPD Diploma in Applied Human Resources 2018 – 2020
- Induction Questionnaire (completed and signed)
- CIPD Code of Professional Conduct
- University of Wales Trinity Saint David SE1: Student Code of Conduct

APPRENTICESHIP

College Induction 2018-2019



Learner Name: LGAWNE ATKEN

Tutor Name: JULIE THOMAS

Course: CIPD - LEVEL 5

Date Induction booklet received:

Learner signature: LGAWNE ATKEN

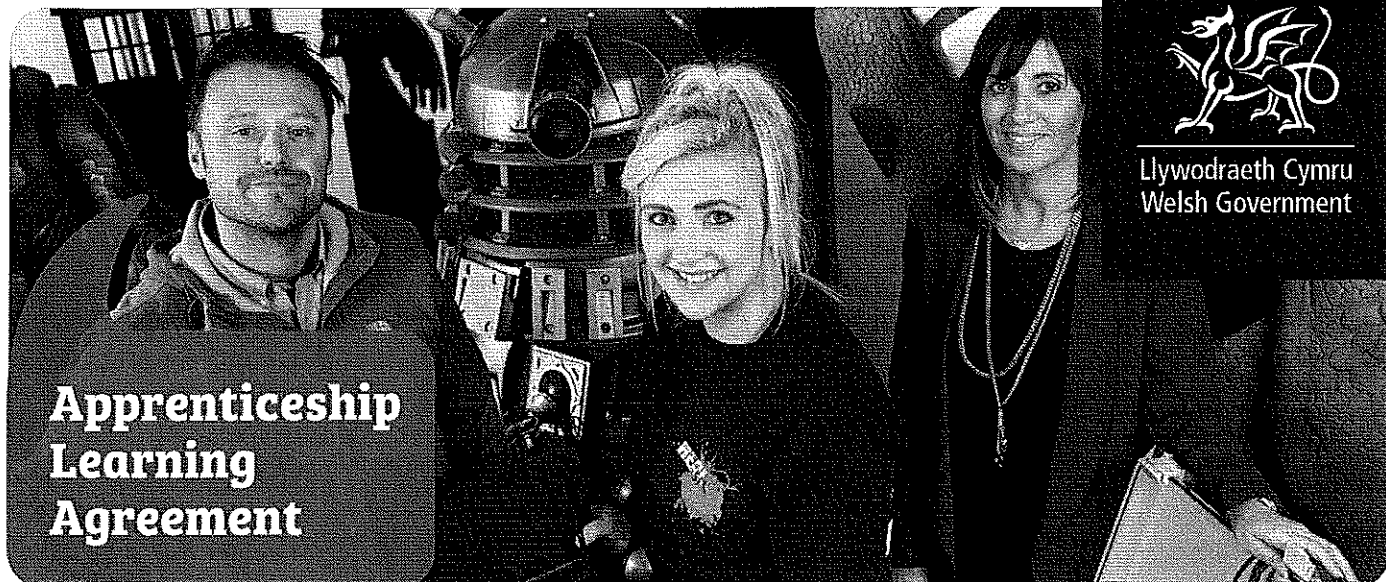
Training adviser/assessor signature: A. Williams



Mae'r Rhaglenni Prentisiaeth, Hyfforddeiaeth a Thwf Swyddi Cymru, a arweinir gan Lywodraeth Cymru, yn cael cymorth ariannol gan Gronfa Gymdeithasol Ewrop

The Apprenticeship, Traineeship and Jobs Growth Wales Programmes, led by the Welsh Government, are supported by the European Social Fund.

This booklet to be given to the learner to complete and keep



Llywodraeth Cymru
Welsh Government

Apprenticeship Learning Agreement

To be completed by the provider

This agreement made on 10.9.2018 (date Apprenticeship commences)
between Nick Haake (the employer representative)
of The National Autistic Society (the name of the company)
at 1st floor, Lancaster House, 106, Mps 4-Coed Road (the address of the company)
and Leanne Aitken JW816422C Heath, Cardiff, CF14 4HR (the apprentice and N.I number) and
Coleg Sir Gier (the delivering provider) and
B-WBI (the contracted provider) to study

Applied Human Resource (specify skill, trade or occupation of the Apprenticeship) following the
CIPD Apprenticeship Framework* at current level 5, expected to progress
to level . Expected final completion date is 25.9.2020. Hourly rate of pay at start of
Apprenticeship is being paid above minimum wage.

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

All parties agree that

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

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

The employer:	<u>[Signature]</u>	Date	<u>10.9.18</u>
The apprentice:	<u>[Signature]</u>	Date	<u>10.9.18</u>
The provider:	<u>A. Williams</u>	Date	<u>10.9.18</u>
The provider:	<u> </u>	Date	<u> </u>

(if different from the provider delivering the apprenticeship)

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

CONTRACT BETWEEN PLACEMENT EMPLOYER AND B -WBL

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

The National Autistic Society. Nick HAAKE (Employer's Name)

in respect of work-based training for:

Leanne Aitken. (Learner's Name)

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

1. This contract shall take effect as from the date of exchange of signed copies of the Learning Agreement.
2. All financial arrangements and hours of work between the Approved Trainer, Employer and the Learner shall be detailed in writing.
3. It shall be the responsibility of the employer to pay the Learner an agreed wage as detailed in a contract of employment complying with the national minimum wage.
Coleg Sir Gâr will pay the Trainee a maximum training allowance of £30 / £50 per week (Delete as appropriate) AW.
4. It shall be the responsibility of the placement employer to take necessary steps for securing the health, safety and welfare and ensure equal opportunities for all learners participating in the elements of the learning programme provided by the placement employer to the extent and in the same manner as an employer is required to carry out under all current employment legislation for example, Health And Safety At Work Act 1974, and the Equality Act 2010. This is not an exhaustive list.
5. It shall be the responsibility of the placement employer to ensure that at all material times there are in force policies of insurance, that include public liability insurance and employer liability insurance in respect of all learners. Such policies shall afford at least an equivalent degree of cover to the policies maintained by the placement employer in respect of liability for accidents, damage, loss or injury caused by, or to, its own employees. It shall be the responsibility of the placement employer to ensure adequate supervision of learners.
6. Where a learner is injured, it shall be the duty of the placement employer to immediately notify **Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN Tel: 01554-748000, and enforcing authorities as appropriate.**
7. It shall be the responsibility of the placement employer to carry out workplace training, which includes induction to the workplace, health and safety, equal opportunities and support towards the relevant qualification. The employer agrees to release the learner(s) for all the off the job training requirements.
8. It shall be the responsibility of the placement employer to sign the attendance records. (if applicable)
9. It shall be the responsibility of the placement employer to satisfy the criteria of the Welsh Governments Health and Safety checklist (VF1) and to supply the learner with the relevant personal protective equipment (PPE). (non employed status learners only)
10. The placement employer will permit access to the Coleg Sir Gâr -Coleg Ceredigion Training Adviser and/or NVQ Assessor to monitor, review or assess the learner's progress and to up-date the Health and Safety checklist on a regular basis.
11. The Placement employer will permit access by officers of The Welsh Government and E.S.T.Y.N. to monitor training provision.

Signed and a copy received by:

Nick HAAKE

PLACEMENT EMPLOYER

A. Williams

TRAINING ADVISER

Date: 10.9.18

Date: 10.9.18

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

Prifathro Barry Liles Prif Weithredwr/Chief Executive, Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN
 ☎01554 748000

Confidential



visual aural read/write kinesthetic

The VARK Questionnaire (Version 7.1)

How Do I Learn Best?

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

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



The VARK Questionnaire Scoring Chart

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

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

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

Scoring Chart

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

Calculating your scores

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

Total number of Vs circled =

Total number of As circled =

Total number of Rs circled =

Total number of Ks circled =

4
8
7
7

Timetable – CIPD Diploma in Applied Human Resources 2018-2020

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

Podcast 77

Induction Questionnaire

Diploma in Applied Human Resources

September 2018

TERM 1 : 19/09/18 - 21/12/18

TERM 2 : JAN - APR '19

TERM 3 : APR - JUNE '19

	Question	Answer
1.	When, where and at what time will the course will be delivered?	COLEG SIR GAF CARMARTHEN TUESDAY 9.30-4.30
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	timetable - workshop dates academic year September to July
4.	What is Moodle?	ONLINE MEDIUM FOR STORE OF RESOURCES, PERIOD TO
5.	What is Eduroam?	WIFI
6.	What is Turnitin?	TOOL USED TO SUBMIT/UPLOAD ASSIGNMENTS ONLINE
7.	Do you know when you are required to hand in work?	yes - per timetable
8.	What is the core text for this programme?	human resource management
9.	Do you know how to access the library catalogue?	YES, THROUGH UNIBS/online
10.	Do you know who to go to if you have a question/concern about the course?	yes, Julie Thomas
11.	What is the name of the Training Adviser?	Julie Thomas
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	yes - self directed +
14.	Do you need to be a member of the CIPD?	yes directed
15.	What support is available for study skills?	Student support moodle
16.	Do you know where the fire-exits and first aid points are for the building?	yes
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 years
19.	Have you been given access to the student handbook and time-table?	yes
20.	What academic level is this qualification?	under-grad(S)

Name: JOANNE ATKEN

Signed: Joanne Atken

CIPD Membership Number (to be added when available): 1810266

Signature of Lecturer: [Signature]

Date: 29.11.18

Code of Professional Conduct

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

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

1 Professional Competence and Behaviour

Members of the CIPD shall:

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

2 Ethical Standards and Integrity

Members of the CIPD shall:

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

3 Representative of the profession

Members of the CIPD shall:

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

4 Stewardship

Members of the CIPD shall:

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



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



SE1: Student Code of Conduct

Introduction

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

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

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

General Principles

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

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

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

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

Definitions

Consent	a person consents if they agree by choice and has the freedom and capacity to make that choice
Protected 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.	Expulsion
	Disruption of the activities of the University(including academic, administrative, sporting and social) on University premises or elsewhere	Suspension/Exclusion
Operational Obstruction	Disruption of the functions, duties or activities of any student or employee of the University or any authorised visitor to the University.	Restrictions/Conditions
	Improper interference with the activities of the University (including academic, administrative, sporting and social) on University premises or elsewhere	Behavioural Contract
Reputational Damage	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
	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	Compulsory attendance at a workshop/coaching session
Reputational Damage	Behaviour which has damaged or could have damaged the reputation of the University or the University's relationship with the local community	Written Apology
		Behavioural Contract

CIPD Candidate evidence matrix

(CEM1)

Candidate name: Leanne Aitken			CIPD Membership/registration No.: 53274276			
Qualification title: CIPD Diploma in Applied Human Resources			Unique Learner No. (ULN): 1810266			
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, 4.3	Activity 3 – Summary Overview of Project	3 a		
5CDPP	Developing Professional Practice in Human Resources	3.2	HR Manager Workshop – Slide extract (Six Thinking Hats (De Bono))	3 b		
5CDPP	Developing Professional Practice in Human Resources	3.2	HR Manager Workshop – Slide extract (Four Quadrants Model of Emotional Intelligence – Daniel Goleman)	3 c		
5CDPP	Developing Professional Practice in Human Resources	3.1	Gantt Chart	3 d		
5CDPP	Developing Professional Practice in Human Resources	3.1	e-mail Correspondence to Lead Managers regarding signposting, training interventions and post implementation feedback and outcomes. (dated: 27.11.17, 01.12.17, 13.12.17, 20.12.18).	3 e		
5CDPP	Developing Professional Practice in Human Resources	4.3	Belbin Score Sheet	3 f		
5CDPP	Developing Professional Practice in Human Resources	4.3	Thomas/Kilman Conflict Mode Instrument Score Sheet (Handling Conflict)	3 g		
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: 28/11/2018			

ACTIVITY 3 – OVERVIEW SUMMARY & WORK PRODUCTS

During the latter part of 2017, my organisation outsourced our absence management system. This constituted a major change for staff across the UK both in terms of the process for reporting absence, but also in terms of the enhanced reporting functionality and transparency which it then afforded HR and Lead Managers.

As noted in (Taylor & Woodhams, 2016), there are five phases of a project that require the team to work through in order to ensure that key milestones are achieved at each stage and that the project progresses in line with a pre-determined timeline.

In the case of this particular project, I had responsibility for rolling out and embedding the use of the new system across Wales. The Gantt Chart included with this submission outlines the stages that the HR Area Managers and related stakeholders addressed throughout the duration of the project. Given the scope and extended duration of the project that would follow, the HR team attended a workshop wherein a variety of exercises were undertaken by the team (including The Daniel Goleman Four Quadrant Model of Emotional Intelligence and De Bono's Six Thinking Hats) were used to assist the team to handle their own emotions and those of others whilst developing the problem solving skills to navigate this project.

The "initiation" stage commenced six months prior to the go-live date for this system. This broadly involved attending preliminary meetings with the external service providers, the IT department and other stakeholders to scope how our staff data would be migrated and what the overall approval hierarchy would look like. The "planning and design" stage included assigning roles within the process, train-the-trainer sessions, user testing and the designing of multi-media communications. The "execution" stage commenced with a controlled release to stakeholders in business support functions and the system was made available to all staff in the first week of December 2017 and related communications including a Q&A sheet accompanied the launch. Dedicated helpline numbers and email addresses were set-up and local HR teams were given super-user access to view and edit information for their areas. During the "monitoring and controlling" stage, lead managers in conjunction with myself conducted bi-weekly meetings to review absence levels across their services and recorded issues that staff were experiencing which were relayed back to the service provider. Management reports were generated which enabled bespoke

interventions to be put in place in services that required it (for example, in cases where high levels of absence were being incurred as a result of stress/anxiety). For the three months following the launch, staff were required to contact their service and the FirstCare hotline number in order to ensure that shifts were covered whilst issues with text and email notifications were resolved before the project was completed and signed-off.

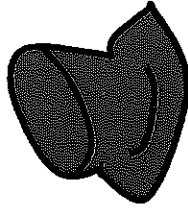
This project provided the opportunity to test my skills in a number of areas, not least of which was my ability to influence staff at all levels of the business from end users to external stakeholders and senior management. (Yemm, 2008) noted that the key elements of exerting influence is acquiring results with some degree of acceptance or co-operation. In order to succeed in wielding influence, it a willingness to become more flexible in one's own behaviour whilst keeping the end goal in sight.

Throughout the course of the project it became apparent to me that the attributes (Yemm, 2008) affiliated to being a successful influencer (namely, friendliness, empowerment, vision, the ability to build alliances, expertise and knowledge and bargaining skill) would need to come to the fore in order to fulfil the vision for this project. Due to conflicting priorities, remote working and cost constraints, it was necessary to build alliances from the outset and quickly develop the knowledge/expertise to ensure that problems could be pre-empted and relationships leveraged to achieve a smooth and integrated transition for all our staff.

Supporting documents include:

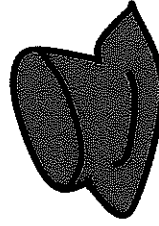
- Six Thinking Hats (De Bono) – NAS Workshop slide
- Four Quadrants Model – NAS Workshop slide
- Gantt Chart - FirstCare
- Communications to Wales management team (dated 01.12.17, 27.11.17 and 13.12.17 respectively)
- Feedback from Lead Manager following system launch dated 20.12.17
- Communication from Project Lead indicating Latest UK stats on absence levels dated 07.08.18.

Six Thinking Hats (De Bono)



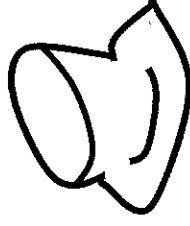
Feelings and Intuition

- Emotions and hunches
- No reasons or justifications
- "At this point"
- Keep it short



Managing the Thinking

- Setting the focus
- Making summaries
- Overviews & conclusions
- Action Plans



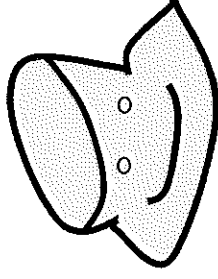
Information & Data

- Neutral and objective
- Checked and believed facts
- Missing information &
- Where to source it



Creative Thinking

- Possibilities
- * Alternatives
- New Ideas * New Thinking
- Overcome black hat issues
- Reinforce yellow hat issues



Why it may work

- Values *
- Benefits (both known and potential)
- Logical reasons must be given



Constructive hat -Why it may not work

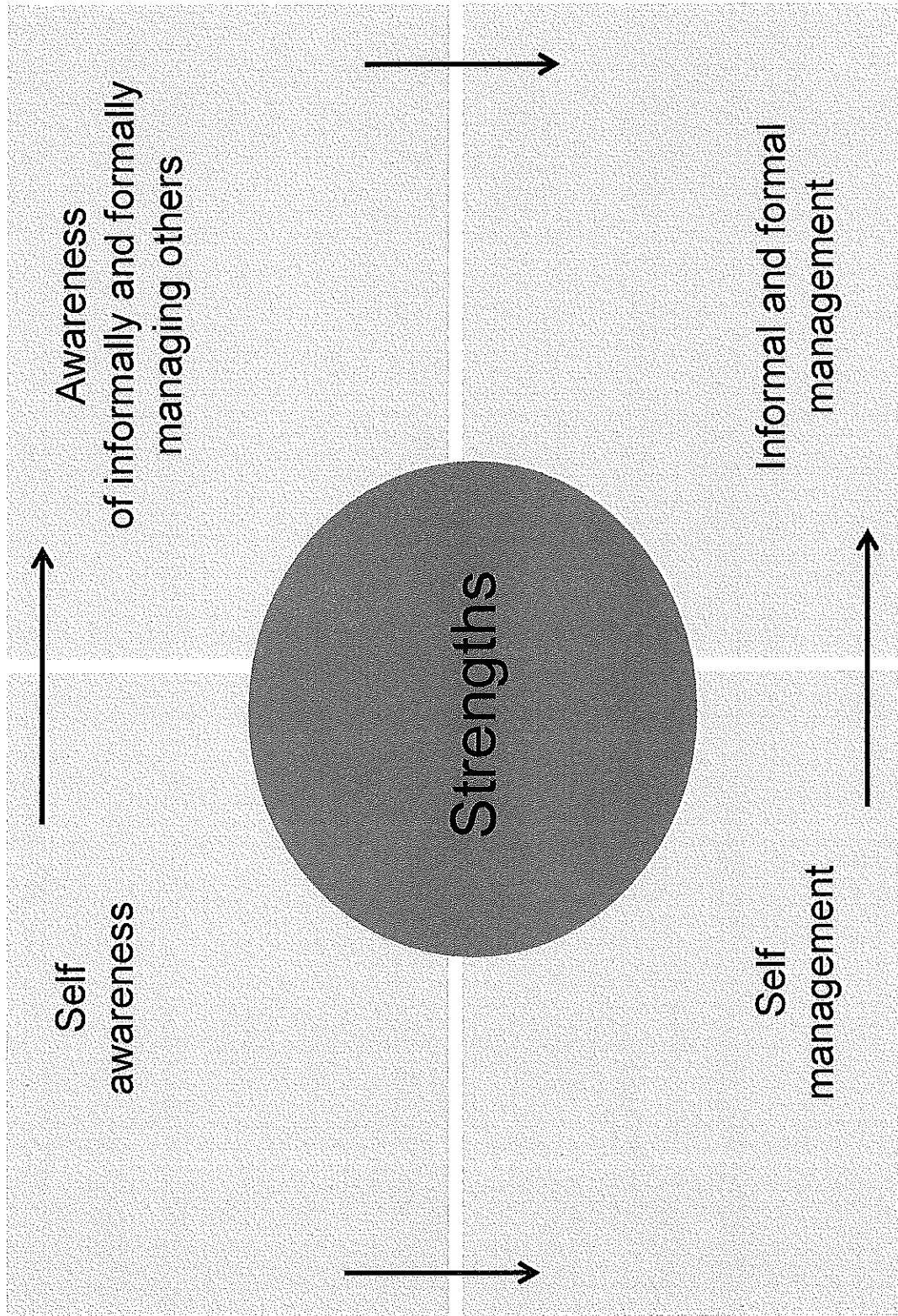
- Cautions
- * Dangers
- Problems * Faults
- Logical reasons must be given

Building Capacity - Four Quadrants Model

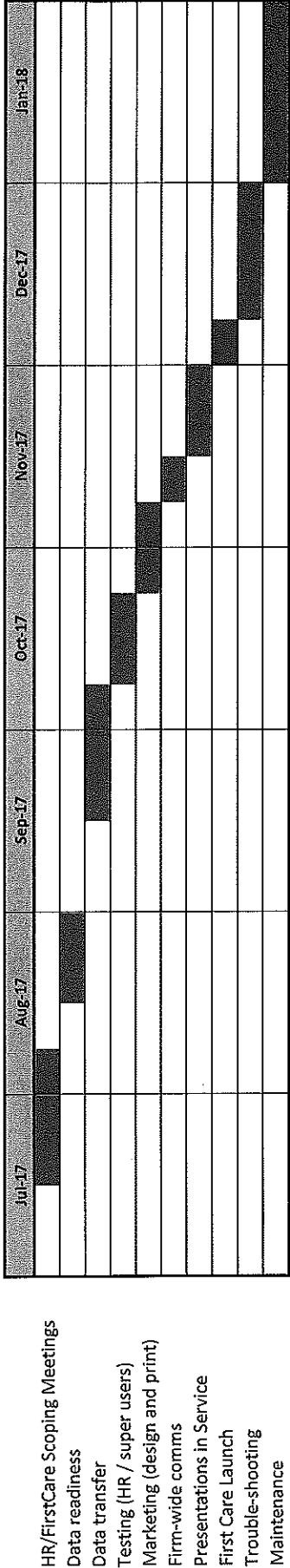


OTHERS

SELF



Gantt Chart - FirstCare



Leanne Aitken

From: Leanne Aitken
Sent: 01 December 2017 13:15
To: Harvey Philpott; Kevin Mort; Gareth Phillips; Becky Salter; Lyn Williams; Christopher Thomas; Sean McSweeney; Richard Boswell; Vanya Davies; Joanne Morgan; Rebecca Powell; Mark Stediford; Sarah Morgan; Angharad Humphreys; Ian Greenow; Robert Bell; Julie Jenkins; David Wilcock
Cc: Charlotte Stock; Rhys Jones; Steven Hamer; Mike Diamond; Nick Haake; Louise Albert
Subject: FirstCare - Current list of notifiers for each service
Attachments: QandA.PDF; Wales FirstCare Notifications.xlsx

Hi

FirstCare is now live and, expectedly, a few queries have arisen over the course of the morning as per the below:

- Managers are reporting having issues accessing the FirstCare system through the link to the log-in screen. The most common reason appears to be that people are having more than 2 successful attempts, in which case, an email replying to the registration email sent requesting a password change will do the trick or email NAS@firstcare.eu
- I have had one report of a manager receiving multiple notifications for the same person to their nominated email – one of the reasons for this is that staff whose line manager (per the hierarchies) is included as a person requiring notification per the attached, the system will send a notification **including the reason for absence** to that person's line manager and then a standard notification excluding the specifics of the illness/absence to the people listed on the notification list attached.
- A couple of people have tried to load an absence through illness onto My HR View and are unable to – this absence reporting functionality has been removed from My HR View as all calls must be made by staff to FirstCare.

By way of a reminder, FirstCare are advising staff to call into their service over the first few months of this transition. This message has not been communicated to all NAS staff, so please advise anyone raising this point that the reason for the request to ring the service is to facilitate the transition and ensure that shifts are covered. Conversely, if you are receiving calls or messages from staff to say they are off sick, please drive home the message that all calls need to be logged to Firstcare going forward.

For your reference, I am attaching a list of which people and/or corresponding email addresses and mobile phone numbers are uploaded to the FirstCare system. People on this list should receive a notification advising that a new absence has been logged with the staff member's name and a link to the portal. This can be amended at any point by sending me a change request.

Happy to assist with any questions you may have but please refer to the attached FAQ's in the first instance as this may address your query.

Kind regards

Leanne Aitken | Area HR Manager | The National Autistic Society

T: 02920 629 302
M: 07397 727 050

Until everyone understands

Nes bydd pawb yn deall.

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

From: Leanne Aitken

Sent: 27 November 2017 17:49

To: Harvey Philpott; Kevin Mort; Gareth Phillips; Becky Salter; Lyn Williams; Christopher Thomas; Sean McSweeney; Richard Boswell; Vanya Davies; Joanne Morgan; Rebecca Powell; Mark Stediford; Sarah Morgan; Angharad Humphreys; Ian Greenow; Robert Bell; Julie Jenkins; David Wilcock

Cc: Charlotte Stock; Rhys Jones; Steven Hamer; Mike Diamond; Nick Haake; Louise Albert

Subject: FirstCare Update: Launch 1 December

Hi all

As we are in the final week before the launch of the new FirstCare absence management system on Friday, I wanted to take this opportunity to update you on how things stand currently and the process that has been agreed to assist in the transition of this change. I apologise in advance for the length of this email but I wanted to ensure that everyone is clear on the process prior to Friday's implementation date and give you a chance to pose any remaining questions you may have as questions from staff may increase this week as the implementation date looms. Letters have been distributed to all staff across the UK today.

By way of an overview, the FirstCare launch date is confirmed as being Friday 1st December (as per the posters Jeff circulated previously) which hopefully are displayed in each of your services. All staff are required to call into the FirstCare line (0333 321 8171 available 24 hours) to report any **unplanned absences**. Staff are obliged to call in at least 2 hours prior to their shift commencing. Staff must call in 24 hours before their scheduled return to work date and confirm that they are closing this absence call and returning to work, or alternatively, provide a revised return to work date.

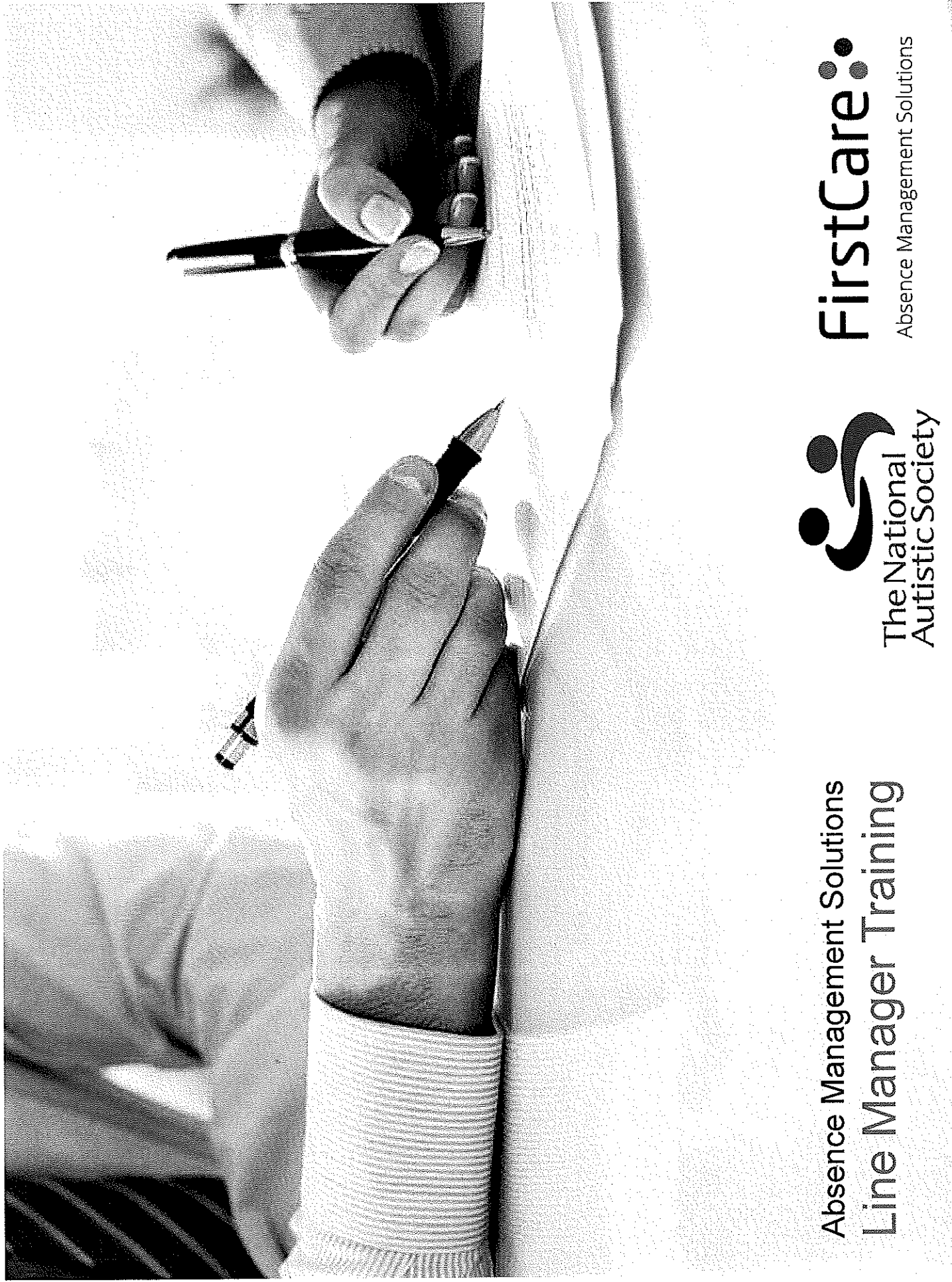
As a transitional measure, it has been agreed that for the first 3 months following the launch, staff will be informed by FirstCare to call into their service once they have logged their absence, in order that shift leaders can arrange cover, which will assist in monitoring how effective the notification process is and how many people are complying. This is an adjustment to what was relayed during the training presentations and has come about as an interim measure to aid the transition to this new system. As highlighted in the training, notifications from FirstCare themselves can only take the form of text or emails.

In order to maintain high levels of service delivery, it is critical that managers are clear as to who holds responsibility for arranging cover for shifts impacted by absence, which may mean that for the duration of this transitional phase, it remains a case of managing cover in the usual way, whilst we continue to work towards a point where we are solely reliant on text/email notifications from FirstCare.

Please note that following receipt of log-in details for the FirstCare portal, managers will be able to view all details of absences by person for their service. Team leaders / Senior Support Workers will have restricted access which will enable viewing of staff they are line managing but no-one else.

A list of FAQ's will be made available on Sharepoint as of 1st December and I will circulate those to you for reference early next week.

I will be presenting a slot to team leaders & SSW's attending the SCN forum on Wednesday so please encourage your teams to attend if they missed out on the first training presentations.

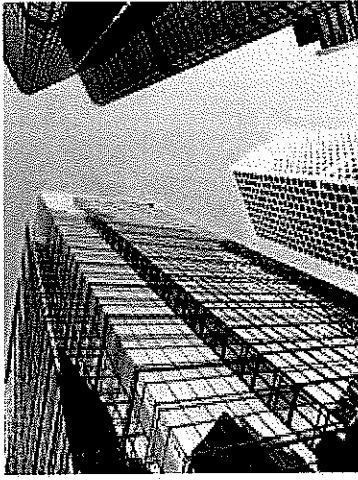


Absence Management Solutions
Line Manager Training

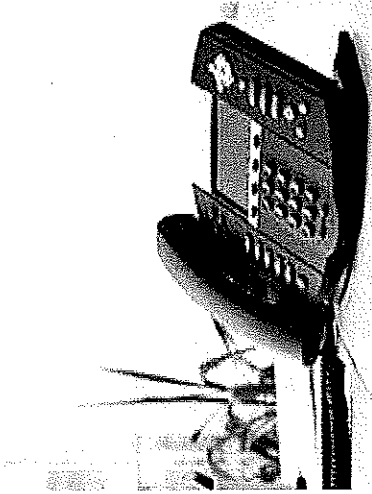


Today's training covers 6 topics:

1. About FirstCare



2. Service Set-Up



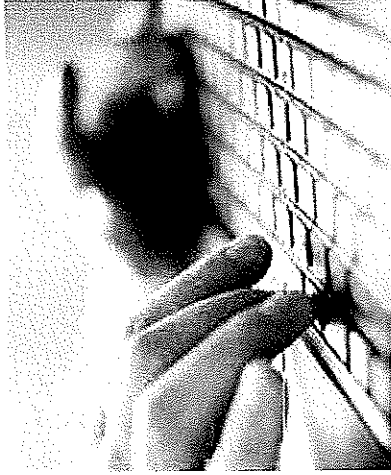
3. Absence Reporting



4. RTW Interviews



5. Alerts & Reports



6. Benefits & Queries



Leanne Aitken

From: Leanne Aitken
Sent: 13 December 2017 12:17
To: Gareth Phillips; Becky Salter; Lyn Williams; Christopher Thomas; Sean McSweeney; Richard Boswell; Vanya Davies; Joanne Morgan; Rebecca Powell; Mark Stediford; Sarah Morgan; Angharad Humphreys; Ian Greenow; Robert Bell; Julie Jenkins; David Wilcock; Maria Cross; Caroline Marasco; Lauren McCartney; Sophie Douglas
Cc: Nick Haake; Harvey Philpott; Louise Albert; Kevin Mort; Charlotte Stock; Rhys Jones
Subject: FW: Stress Absence Management / Occupational Health referrals
Attachments: Stress and anxiety preventative Form.docx; How to make a referral - Manager Guide.pdf; EAP Helpline Referral (2017).docx; Stress at work policy.pdf

Importance: High

Hi all

Given the time of year, it's not unusual to see an upsurge in the number of people being signed off as unfit for work due to stress/anxiety/depression and I thought it might be useful to recirculate a communication from earlier this year regarding the process for managing these staff, thereby ensuring that people be given the appropriate support as soon as we are made aware of their condition.

All staff who present with one or more of these conditions, be it work related or non-work related, should be supported in the following ways on the first day of their absence from work:

- Stress/anxiety preventative Form (**Risk assessment**) – to be completed with the staff member either face-to-face or via the telephone
- Employee Assistance Programme (**EAP**) **Helpline Referral** – with consent from the staff member, we can arrange for them to be contacted in confidence for support. The NAS will not be told about the discussion that takes place, only that contact has been made.
- Occupational Health (**OH**) **Referral** – we can gain a better understanding of what reasonable adjustments can be made to support the staff member back to work or whether further absences are likely/likely duration for absence

To complete an **Occupational Health (Medigold) referral form online**, for any staff for whom it has been agreed would benefit from this, once the stress/anxiety risk assessment (attached) has been completed.

In order to complete an online referral, please complete the following steps:

1. Lead/Senior Manager/HR to agree whether an OH referral would be appropriate
2. Complete the online referral form by visiting: <http://medigoldhs.thetin.net/Answers/Display/d2c69255-b209-45f1-b356-101fb2dd5124>

Access Keyword: NatAutisticSocManRef

The referral form is very straightforward. Once logged in, please complete the form and click the "Submit" button at the bottom of the form. This will then be sent to Medigold Health for processing.

3. Once submitted, the OH referral form will be sent to HR for approval.
4. You will receive a copy of the referral form directly from Medigold and copies of appointment letters sent to the staff member. Please ensure that you confirm appointments with staff, so that they are able to reschedule them if unable to attend, without incurring a cancellation fee. All cancellation fees to be paid by staff, unless agreed otherwise.

The online OH form can also be used for referral for other conditions, as discussed and agreed. Please, therefore, **save a copy of this email and attachments for future reference.**

Please get in touch if you have queries regarding the above/attached.

Kind regards

Leanne Aitken | Area HR Manager | The National Autistic Society

T: 02920 629 302
M: 07397 727 050

Until everyone understands
Nes bydd pawb yn deall.

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

36

Leanne Aitken

From: Kevin Mort
Sent: 20 December 2017 17:29
To: Wande Showunmi
Cc: Leanne Aitken; Nick Haake
Subject: FW: Pre-appraisal input required
Attachments: Board report + suggested objectives- November 2017.doc

Hi Wande

Apologies for the last minute reply to your request below. In response to your request for input into Leanne's Appraisal please see my thoughts below:

- 1 thing they would like you to start doing to improve the service you currently offer – Local presence and regular attendance and Neath Managers Meeting. HR to be a regular "face" in the services.
- 1 thing they would like you to stop doing – HR tends to do a lot of administrative tasks. To help achieve the point above, HR could push admin tasks such as invite and outcome letters back on to managers.
- 1 thing they would like you to continue doing – Being a sounding board for Managers and allow managers to test ideas and approaches and where possible, take managed risks in dealing with staffing issues.
- any other comments that they might wish to feed into your appraisal process. – Since I joined the NAS it became apparent early on that Leanne's approach to HR Management was firmly and correctly based on a holistic HR Business Partnership Model. This works perfectly for the service I manage and also enables Leanne to be involved in guiding processes and procedures from the outset and with a good insight into the needs of the business, its managers and staff. Leanne's approach, professionalism and knowledge provides me and my managers with confidence and a high level of support.

I hope this helps

Best wishes

Kevin

Kevin Mort
Lead Manager, West Wales

E: kevin.mort@nas.org.uk | M: 07483009692 | W: www.nascymru.autism.org.uk

National Autistic Society Cymru/Cymdeithas Genedlaethol Awtistiaeth Cymru
2nd floor, Lancaster House, 106 Maes-y-Coed Road, Cardiff. CF14 4HE



Until everyone understands
Nes bydd pawb yn deall

36

Leanne Aitken

From: Maria Crookes
Sent: 07 August 2018 15:28
To: Area HR Managers; Polly Gunning; Manminder Kaur Kalsi; Julie Wray; Julie Addison; Sobia Khan; Laura Lang; Amelia Branch; Yin Poon
Subject: Monthly Absence Summary - NATIONAL AUTISTIC SOCIETY - July 2018 (report id-1002603) (002).xls
Attachments: Monthly Absence Summary - NATIONAL AUTISTIC SOCIETY - July 2018 (report id-1002603) (002).xls

Hi all

Further to our meeting today – please see a summary of the information from the attached report covering the period of July 2018.

RTWI completion 67.4% + 13.1% on last month +13.1% on last 3 months

Current YTD absence rate is 4.13%

Highest areas of rolling absence:

Scotland Edu 6.58%

Scotland SW 5.48%

Central Edu 4.98%

AS L&SE 4.81%

Average days to complete RTWI in July was 15.5 days ☺

Stress was down in July to 9.4% on last month 93.5 days v 120 days in June

Only 1 area below 50% RTWI completion last month Scotland AS – overall now at 67.4% - please lets now get this above 70%

Top 5 departments for LOW absence are:

Wales HQ

Student Services

Heath Rise

Accreditation Team

ROS Ancillary and Maintenance

People absent for more than 41 days has significantly reduced to 440 days in July V 996 in Dec 17.

Thank you for all your continued support.

Kind regards

Maria

Maria Crookes

Area HR Manager – Schools & Adult Services North

M: 07778 529054

E: maria.crookes@nas.org.uk

Website: www.autism.org.uk

Scoring

The table below is used to compile your Belbin scores.

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

Then add up your totals for each team role.

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

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

Implementer - converts into actions + plans - systematic, efficient

- Your secondary team role

Co-ordinator - takes on team leader role, guide towards objectives, recognises each team member's value, listeners.

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Totals
Completer	E 2	I 1	B	F 3	G 2	D 1	C	9
Finisher								
Implementer	G 2	A 2	H 2	D 1	I 1	F 2	E 9	19
Monitor	H 2	D	G 2	C 1	A	I 2	B	7
Evaluator								
Specialist	C	H 1	E 1	A	B	E	D	2
Co-ordinator	D 1	B 5	A 3	H 2	F 1	C	G	12
Team worker	B 3	F 1	I 1	I	C 1	B	H	6
Resource	A	C	F	G 2	E 1	H 2	I	5
Investigator								
Shaper	F	E	C	B 1	D 3	G 3	A 1	8
Plant	I	G	D 1	E	H 1	A	F	2

Thomas/Kilman Conflict Mode Instrument

Your scores on the 5 styles for handling conflict

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

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

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

Source: Kenneth Thomas & Ralph Kilman (1976).

A. Competing

Uses:

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

If you scored High:

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

If you scored Low:

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

C. Compromising

Uses:

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

If you scored High:

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

If you scored Low:

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

ACTIVITY 5 – INTRODUCTION

This activity entailed the creation of a personal development plan, including:

- associated actions;
- any resources that would enable the implementation of these actions;
- indicators of success; and
- the timeframe for completion

In order to devise the development plan, I began by identifying gaps in my knowledge following the completion of the assessments available on the CIPD website against each of the core areas (ie: Insights, strategy and solutions and Leading HR) along with two further professional areas, namely, Employee engagement and Resourcing and talent planning which are directly related to the remit of the role I currently undertake. Additionally, I opted to choose the behavioural areas entitled “Courage to challenge” and “Decisive thinker” to gauge the level I was operating at currently and identify any development points that could facilitate growth in these areas going forward.

Following the results of the assessments, the two areas that I was deemed as being at the “Developing” level in, were “Insights, strategy and solutions” and “Employee engagement”. I have hence decided to focus my development goals on three outcomes related to these areas.

When considering the principles of continuing professional development (“CPD”), (Madden & Mitchell, 1993) make reference to the importance of CPD relating to the needs of the professional, the employer, the profession and the wider society and (Taylor & Woodhams, 2016) make the point that aside from benefitting the HR professional, wider benefits can be derived from effective practice. I, therefore, considered this point and the impact that successfully achieving the objectives contained in my personal development plan would have on the organisation, prior to including them.

Development plan

NAME:	Leanne Aitken	MEMBERSHIP NUMBER:	53274276
COVERING THE PERIOD FROM:	September 2018	TO:	May 2020

This record sheet is for your guidance only – you may present your development plan in any other format.

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
Identify the key drivers of employee engagement and partner with lead managers to facilitate a sustainable improvement in engagement levels across their areas.	Read case studies/evaluation research on the CIPD and "Engage for Success" websites. Undertake shadow shifts in service. Attend related events/webinars to obtain latest thought leadership in this area. Devise tracking tool for related KPI's.	Time commitment / input from Lead Managers. Standing slot on the agenda of the staff communication network forum. Support from the compliance officer to assist in devising management reporting tools and surveys.	Improved retention stats, reduced absenteeism rates.	May 2019
To improve the benefits value proposition for staff.	Work collaboratively with other HR leads to identify initiatives underway in their areas. Research alternatives to current benefit incentive schemes and associated costs by researching what other organisations are doing within this sector. Draft proposal for HR Director's consideration. Measure impact on attrition letters post implementation of revised offering.	Time commitment / input from Lead Managers. Input from key stakeholders across the business (payroll, finance, internal communications teams).	Feedback / uptake from staff following implementation. Measurable reduction in attrition levels.	July 2019
Increase my employment law knowledge.	Attend Employment Law Updates every quarter and related knowledge sharing workshops. Engage with Employment Law Experts within the organisation. Regularly review e-updates (eg: Daniel Barnett, Refreshing Law, PM Daily) and	5CELW – Understanding Employment Law Module (CIPD Diploma in Applied Human Resources). Line manager approval to work flexibility in order to accommodate attendance at updates. Input from subject matter experts.	Passing module well. Reduction in number of consultations with HR Director. Being able to present topical employment law topics as part of Senior Management Team Meetings.	April 2019

TAKE A STUDENT ASSESSMENT

Your assessment results

Insights, strategy & solutions

Your Level: Developing

Summary

Insights, Strategy and Solutions is about developing your understanding of your organisation and its context, and using these insights to develop strategies and solutions which meet the needs of your business in the short and long term. At your level you typically need to network widely and use your knowledge of HR and business trends, best practice and thought leadership to understand the organisation and its people capability. You'll use information about the organisation's financial performance and strategic goals to develop detailed and costed business cases for new HR projects which identify return on investment. You'll work with the business to create and implement HR solutions and programmes, and will be able to demonstrate the impact on the organisation using HR and business metrics.

How prepared am I?

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

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

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

In order to be able to work at the next level up within the HR profession, you typically need to partner with senior colleagues to develop insights into the organisation's strategy, and understand the commercial drivers which impact your business in the long term. You'll stay ahead of the latest HR innovations, using them to inform the way you develop and cost business cases for significant people projects. Working with business heads and directors, you'll be accountable for the delivery of large, organisation-wide people programmes, and measuring the impact on the business through people and financial metrics.

What are my strengths and gaps for my current level?

Where I am competent

- Bringing Insights into the organisation to identify opportunities, risks and priorities
- Implementing HR solutions that address organisational risks and opportunities
- The organisation's performance (including financial performance)
- Significant issues currently affecting the organisation, including external factors (eg, legal, financial, market factors)
- The capabilities and skills that are needed in the organisation to make it competitive

My Gaps

- Evaluating the impact of HR programmes and projects
- Networking with specialist colleagues and experts to understand trends and innovations in HR
- Developing HR solutions that address organisational risks and opportunities
- Developing business cases for HR solutions with appropriate costings
- Up-to-date best practice and thought leadership in HR / specialist area
- Relevant law for own role (or where to access legal information if required)
- Project management tools and approaches

Development actions

- Find out the different HR specialisms within your organisation, and speak to each area to learn who your specialist colleagues are. Who are the experts in your organisation and how do they get things done? Take time to get to know them and their work better.

- Spend time reading and researching the latest HR thinking using the CIPD website and other relevant people publications. Pick one or two insights that could improve the way things are done in your organisation, and share them with your peers and colleagues.
- Spend time with business managers to clearly understand issues which are causing problems in their department. Ask open, probing questions to find out what the people impacts are of these problems, and brainstorm different solutions with your colleagues.
- When it comes to developing people solutions for your business, make your standard approach one where you provide a cost-benefit analysis based on financial information, along with metrics to measure the impact of the work.
- Share your own approach to project implementation with others in the organisation, and develop them to take on aspects of implementation themselves.
- Continually ask 'what's the impact of this?' at all stages of a programme or project – before, during and after. Develop people metrics which can be measured both quantitatively and qualitatively.
- Read a broad range of management, HRM&D texts and ensure you are critically considering fresh insights and their applicability to your own organisation.
- With your team, review your department's objectives and consider how they contribute to the organisation's specific performance measures.
- Participate in external focus groups and events to develop your understanding of sector and industry trends, and consider what insights you can take back to your organisation.
- Review other organisations' approach to recruiting, retaining and developing talented people. What elements of their approach could you successfully adopt in your organisation, or with your business area?
- Become an expert in your field by regularly updating yourself on relevant employment law, by using websites, organisations and law / people publications.
- Spend some time shadowing an expert in project management to understand the principles and practice of project management, and any specific approach to projects which is taken in your organisation. Update yourself on the most popular project approaches, such as PRINCE 2.

Reading & Research

BOOK: Human Resource Management at work
Marchington and Wilkinson

BOOK: International Human Resource Management
Rennie and McGee

BOOK: Intro to Organisational Behaviour
Butler and Rose

BOOK: Human Resources Management in context
Farnham

Courses & Events

QUALIFICATION: Intermediate Certificate in Human Resource Management

QUALIFICATION: Intermediate Certificate in Human Resource Development

QUALIFICATION: Intermediate Diploma in Human Resource Management

QUALIFICATION: Intermediate Diploma in Human Resource Development

TAKE A STUDENT ASSESSMENT

Your assessment results

Leading HR

Your Level: Meeting Expectations



Summary

Leading HR is about maximising the contribution that HR makes in your organisation by supporting, developing and leading others across the business, and by acting as a role model. At your level you typically need to approach HR with a commercial mindset, advising and supporting business managers on people-related issues. When it comes to the people strategy you'll develop budgets, objectives, milestones and metrics to support the successful delivery of integrated people plans. You'll know how to engage and motivate others, and you'll build the capability of the HR team to keep them at the leading edge. You'll also build your own expertise by regularly seeking out and acting on feedback.

How prepared am I?

What you've told us indicates that your knowledge and skills in this core area are meeting expectations. This usually applies to someone who uses their strong experience and expertise in HR to support or lead teams and projects to deliver sustained organisation performance at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Leading HR, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. Your score suggests you're ready to assess yourself against this area at the next level up. To do this, return to the home screen and select a different job level.

What's it like Leading HR at a more senior level?

In order to be able to work at the next level up within the HR profession, you typically need to demonstrate strong people management and leadership capability, bringing a commercial mindset to both HR and the business. You'll translate the people strategy into operating and financial plans, ensuring that people services are delivered at best value. As an HR leader, you'll continually seek out and act on feedback, building the professional, technical and commercial capability of the HR team.

What are my strengths and gaps for my current level?

My strengths

- Demonstrating a commercial mindset in own approach to HR
- Confidently advising employees and managers on HR and people-related issues
- Building high performing teams using good people practices
- Approaches to engaging and motivating individuals from different backgrounds
- Interpreting budgets and other financial and non-financial data to draw conclusions

Where I am competent

- Proactively seeking and acting on feedback to develop as an HR professional
- Assessing the capability of the HR team to deliver professional HR practice, in line with the organisation's needs
- Developing objectives, milestones and metrics (eg, service level agreements, Key Performance Indicators) for HR plans
- Supporting the development and monitoring of HR budgets
- Ensuring that HR delivery plans are fully integrated into the HR strategy
- Approaches to managing and evaluating team performance

My Gaps

- Ways to assess the capability of a team against the organisation's requirements

Development actions

- Seek out a mentor in the organisation who works in a different area to you. Spend time with them to discuss your development plan, and ask for feedback and coaching from them to support you.

- Take opportunities to coach members of the HR function outside of your direct team. Seek out relevant managers from within your organisation who could mentor and coach HR team members to provide a broader perspective.
- Identify metrics on your current business scorecard against which HR can be measured. Develop appropriate people metrics which can be used to assess the impact of your people strategy on the organisation's performance and finances.
- Research HR budgetary models adopted by other organisations. Consider how your organisation could manage HR budgets more effectively, efficiently and minimising any financial risk.
- Take the lead on overseeing people planning for your department to ensure they are not only integrated into the overall people strategy, but that they are integrated with each other.
- Undertake a learning needs analysis for your team - against the requirements of their roles, and also what they will need to deliver for the business in the next 12 months. Consider different ways of introducing new skills to the team which will make them more effective in the way they support the business on people issues.
- Share your approach to managing and evaluating team performance with your peers across the organisation. Can you develop a consistent approach across HR which demonstrates the impact of HR on the business?

Reading & Research

BOOK: Leading managing and developing people
Rees and French

BOOK: Cross-cultural management in work organisations
French

BOOK: Developing skills for business leadership
Watson and Reissner

PODCAST: CIPD Podcast 57 - Using metrics to drive value through people
CIPD

RESEARCH: The innovation imperative: the challenge for HR
CIPD

RESEARCH: Understanding the business issues in partnering arrangements
CIPD

Courses & Events

QUALIFICATION: Advanced Certificate In Human Resources

QUALIFICATION: Advanced Diploma in Human Resource Management

QUALIFICATION: Advanced Diploma in Human Resource Development

TAKE A STUDENT ASSESSMENT

Your assessment results

Employee engagement

Your Level: Developing



Summary

When you work in Employee Engagement you're working to strengthen the connection that all employees feel with their work, their colleagues and with the organisation, increasing the level of contribution they make by improving the fulfilment they get from their work. At your level you typically need to help the organisation research and identify the key drivers for employee engagement and support the implementation of engagement plans at a local level. You'll work with managers and their staff to improve engagement by enabling employees to increase their contribution to the organisation.

How prepared am I?

What you've told us indicates that your knowledge and skills in this area are developing. This would be typical of someone with a solid base in HR, with limited exposure to Employee Engagement at this level.

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

What's it like working within Employee Engagement at a more senior level?

In order to be able to work at the next level up within Employee Engagement, you typically need to focus on the link between employee engagement and the organisation's overall performance. You'll work with managers to make sure employees and other stakeholders understand and respect the organisation's values and behaviours. You'll also make sure that key messages about the employer brand are reflected at all stages of the employee lifecycle.

What are my strengths and gaps for my current level?

Where I am competent

- Designing and conducting employee research and surveys to build understanding of engagement in the organisation
- Challenging managers to be open to feedback and to use engagement data to inform their decision making
- Developing practical initiatives to improve the engagement of employees
- Managing processes for employees to raise concerns about values and behaviours (eg, feedback schemes)

My Gaps

- Implementing practical and timely engagement initiatives with teams
- Monitoring and measuring key business performance metrics and trends relating to engagement
- The factors which influence people's behaviour at work
- Different research methods

Development actions

- Work with your HR team to develop reports that demonstrate the connection between employee engagement performance data (such as retention, absenteeism, productivity) with organisational performance as measured by sales, customer service etc. Ensure the analysis is discussed and fed into organisation-wide people plans.
- Partner with senior managers from the outset to secure their ownership and involvement in reviewing engagement results for their area of responsibility, and deciding on appropriate interventions or actions to improve employee engagement.
- Discuss the results of employee engagement research (in your own and other organisations) with senior line managers. Work with them to identify strategies to drive greater engagement from their employees.
- Compare and benchmark your organisation's approach to employee engagement with other organisations in your sector as well as with wider organisations who have been recognised as leaders in this area (e.g. award winners). Identify and share best practice which will be of benefit to your organisation.

- Identify an area of concern or declining trend from employee engagement results and advise senior managers on a range of interventions to tackle this, highlighting the relative costs and benefits of each.
- Define key measures and performance metrics (such as retention, attendance, productivity) to evaluate the impact of engagement interventions and track these regularly to assess impact. Refer to existing case studies and evaluation research on the CIPD and 'Engage for Success' websites.
- Lead the roll out of employee research (such as an employee survey followed up with focus groups) for your organisation to measure the level of engagement in the organisation and key reasons behind this.
- Attend external events, workshops and conferences on engagement research and practice to gain insights into current models, theories and innovative practice. This will also help you to build an external network of engagement experts.

Reading & Research

TOOL: Engagement for sustainable organisation performance
CIPD

BOOK/TOOLKIT: Employee engagement
McGee and Rennie, CIPD

FACTSHEET: Employee engagement
CIPD

FACTSHEET: Employer brand
CIPD

Courses & Events

QUALIFICATION: Intermediate Certificate in Human Resource Management - Employee Engagement module

TAKE A STUDENT ASSESSMENT

Your assessment results

Resourcing and talent planning

Your Level: Meeting Expectations

Summary

When you work in Resourcing and Talent Planning you're working to make sure the right people – with the right talent and capability – are in place at the right time, to help the organisation achieve its goals. At your level you typically need to work with managers and senior managers to determine the talent that is needed in the short term, help source appropriate pools of talent, and manage processes for succession and talent identification. You'll be expected to make sure that all activities relating to the sourcing and management of talent are conducted ethically, legally and fairly.

How prepared am I?

What you've told us indicates that your knowledge and skills in this area are meeting expectations. This would be typical of someone who has strong experience in HR and Resourcing and Talent Planning at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Resourcing and Talent Planning, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. Your score suggests you may be ready to assess yourself against the next level up, or in a different area of HR. To do this, return to the home screen to take a different assessment.

What's it like working within Resourcing and Talent Planning at a more senior level?

In order to be able to work at the next level up within Resourcing and Talent Planning, you typically need to work with managers to develop long and medium term talent plans which align with other key people processes such as reward, or learning and development. You'll be designing and leading approaches in resourcing, prioritising diversity, organisational need, and adherence with employment law.

What are my strengths and gaps for my current level?

My strengths

- Assessing current and future resourcing and talent requirements across different departments
- Supporting managers to make the right resourcing choices to meet their needs
- Selecting a range of assessment and selection activities which are appropriate to the role

Where I am competent

- Researching the external market on talent levels and availability
- Conducting regular talent and succession planning reviews
- Ensuring assessors and interviewers are competent and fully trained
- Ensuring effective delivery of induction, transitions into new roles, severance, exits and redundancy processes
- Different approaches to talent management and succession planning

Development actions

- Identify and pilot new recruitment channels to access new talent pools.
- Review an existing talent or succession plan and measure how effective it has been.
- Develop a quality assurance process to ensure a consistent and competent approach by all interviewers and assessors across the organisation.
- Design and deliver a series of interventions to upskill line managers in handling difficult conversations in connection with performance management or potential redeployment or redundancy. The interventions could include: skills workshops, coaching, toolkits and templates.
- Lead a 'test and learn' process to pilot a new or revised talent or succession planning approach or process. Evaluate and measure the impact and results.

: Reading & Research

FACTSHEET: Workforce planning

BOOK: Resourcing and talent management
Taylor

RESEARCH: Recruiting and developing talented people for SME growth
CIPD

: Courses & Events

COURSE: Recruitment selection and resourcing talent

COURSE: Strategies for recruitment and selection

COURSE: Recruitment using social media

COURSE: An introduction to psychometrics

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TAKE A STUDENT ASSESSMENT

Your assessment results

Courage to Challenge

Your Level: Exceeding Expectations

Summary

When you're displaying courage to challenge, you're demonstrating the confidence to speak up skilfully and challenge others, even when confronted with resistance or unfamiliar circumstances.

How prepared am I?

What you've told us indicates that your behaviour in this area is exceeding expectations. This usually applies to someone who is role-modelling this behaviour expected at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate courage to challenge. If you're keen to develop your courage to challenge, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment.

What are my strengths and gaps for my current level?

My strengths

- Remaining calm and standing by decisions in the face of opposition or resistance
- Observing, listening, questioning and challenging others to ensure discussions are informed and timely decisions are made
- Reaching conclusions and taking views on issues early on in discussions
- Working closely with stakeholders, consulting with them for their views and involving them in developing solutions

Reading & Research

RESEARCH: Where has all the trust gone?

BOOK: Assertiveness
Civil

Courses & Events

COURSE: Developing skills in neuro-linguistic programming

COURSE: Facilitation skills

COURSE: Managing conflict and difficult situations

TAKE A STUDENT ASSESSMENT

Your assessment results

Decisive Thinker

Your Level: Meeting Expectations

Summary

When you're displaying decisive thinking, you're demonstrating the ability to analyse and understand data and information quickly. You're using information, insights and knowledge in a structured way to identify options, make recommendations and make robust, defensible decisions.

How prepared am I?

What you've told us indicates that your behaviour in this area is meeting expectations. This usually applies to someone who is demonstrating many of the behaviours expected at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate decisive thinking. If you're keen to develop your decisive thinking, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment.

What are my strengths and gaps for my current level?

My strengths

- Applying own judgement and objective criteria when developing HR solution or approaches

Where I am competent

- Gathering, analysing and critiquing information from different sources before making a decision
- Comparing and contrasting situations and information, identifying patterns and trends to inform decisions
- Identifying suitable analytical tools or data gathering approaches, depending on the specific context

Development actions

- 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.
- Use your internal and external networks to identify how others analyse and evaluate data and information in their organisations. Is there anything you can learn from them to bring back and use in your business or team?

Reading & Research

BOOK: Judgment in managerial decision making
Bazerman and MOORE

BOOK: Introducing information management: the business approach
Hinton

Courses & Events

COURSE: Creating a strategic HR business case

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