Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 1

Word Count: 617

Student Name: Lowri Ann Davies
Student Number: 1104209
CIPD Membership Number: 49370121

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: L Davies
Date: 22/10/2018

By undertaking the higher apprenticeship qualification part-time over 2 years, the CIPD Level 5 Diploma in Applied HR allows staff to develop their knowledge during employment. The document Programme of Study Handbook (E001) gives an overall view of what is included within the course, further information expanding on additional services delivered by the University of Wales Trinity St David and policies that we are expected to adhere too.

As the course is being offered as an apprenticeship by Welsh Government, Coleg Sir Gâr has been selected as the work-based delivering provider with B-wbl as the contracted provider. The Apprenticeship: College Induction booklet (E002) is given to the learner to read thoroughly and kept for future reference. It provides a detailed explanation of being part of a work-based learning programme, assurance of our wellbeing and safety in college and the workplace, and highlighting the importance of us being able to have our say and improving their services. An apprenticeship learning agreement (E003) has been signed by all our parties to confirm our willingness to participate in the course between September 2018 and May 2020.

A timetable (E004) is circulated to allow us to receive an overview of how the modules are structured over the 2 years. A submission date column is included which will allow us to plan our workload. Following the completion of our induction day on 17/09/18, an induction questionnaire (E005) was dispersed for completion. By examining and signing the questionnaire, it gave the assessors and ourselves assurance that we had understood the information that had been provided and discussed. To manage our learning, a guide (E006) has been developed on how we should be managing our time between guided and self-directed learning. It provides an estimation on the number of hours you should be able to commit to each individual module.

UWTSD have a published Student Code of Conduct which is available on the website and Moodle (E007). It states the standard of conduct which is expected from its students. It provides examples of unacceptable behaviours that can lead to a breach of discipline within three key areas i.e. people, university and property. From our membership perspective, CIPD have a Code of Professional Conduct (E008) which they expect their 145,000 members to follow and abide by during all stages of your profession. The Code is separated into 4 areas with alleged breaches being taken very seriously.

When visiting the website, the key area for students to visit is the Quick Links tab (E008). This will direct students to areas that have been configured to make student life more effective and efficient for them. For example, it includes Student Email, Moodle, MyDay, Library and Learning Resources, IT Service desk etc. (E009). To access these areas, all students have been provided with individual username and passwords. Moodle (E010) is the main area on the Quick Links tab that students will be visiting. For each specific module, it provides us with course content, presentations used during the workshops (E011), with mandatory and useful information and documents. Our lecturer reminds all students of upcoming events, contact details and a general overview of how to use the page. The most important part on Moodle is Turnitin, which is the facility that allows you to upload your finalised assignments.

Another example of a prime location for students is the Library and Learning Resources area. It includes a vast array of quality information that can be used to support students and lecturers with their studies and assignments (E012). By accessing the catalogue, students can search by typing key words into the search engine which will allow access to thousands of articles, books, journals and reviews in conjunction with their specified area (E013).

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 2

Word Count: 1012

Student Name: Lowri Ann Davies
Student Number: 1104209
CIPD Membership Number: 49370121

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Signed: L Davies
Date: 13/11/2018

The 2013 CIPD Profession Map was created to deliver insight for those to understand what is needed for them to develop and be recognised as HR professionals throughout their career. It recognises the competencies needed for you to evolve in your current and future business perspectives (Woodhams, Perkins and Wilkinson 2016).

The map has been built to include three different areas – Behaviours, Professional Areas and Bands of Professional Competence. Beginning with the professional areas, there are two core areas and eight additional functions. Both core areas are relatable to all HR professionals at all aspects of their careers, whatever specific roles they hold within the HR functions, The Core of the Profession Map (CIPD, n.d). Insights strategy and solutions is one of the core areas which provides professionals with the knowledge of what is required from them to understand the organisation and it's current and future objectives.

From this, professionals need curiosity to be able to develop strategies and deliver results to add value (Johns and Perkins 2016). The final core area is Leading HR. It recognises HR Professionals as being at the front of pursuing and developing their own and other functions to their greatest ability by being an example to follow (Woodhams, Perkins and Wilkinson 2016). This enhances on the need for all professionals to be role models and to be familiar with the CIPDs Code of Conduct that is governed by the following four main areas (Johns and Perkins 2016):

1. Professional Competence and Behaviour
2. Ethical Standards and Integrity
3. Representative of the Profession
4. Stewardship

The significance of the remaining eight professional areas to the HR professional will rely upon the functions in their current role. Although, as HR professionals are expected to be diverse to meet the requirements of ever-changing organisational requirements, they are required to meet these changes by utilising the CIPD HR Profession map to adapt their current professional areas and ensuring Continuous Professional Development (CPD). CPD is considered as endless reviewing and progression of your own personal professional obligations and external sources (Woodhams, Perkins and Wilkinson 2016). It's important for CPD to be promoted throughout the organisation with employees pro-actively reflecting their current compositions against a changing business.

Four bands of Professional Competence define the knowledge and roles HR Professionals experience within the Professional Areas and Behaviours throughout their career progression, Bands and Transitions (CIPD, n.d.).

Band 1 is customer focused and mainly revolves around supporting employees with administration work. Persons at Band 2 are able to provide advice on current HR matters by being aware of the answers available to them. At Band 3, individuals become consultants or partners, are the principle front-runners in addressing key HR tasks from medium to long-term. Lastly, Band 4 professionals can also be front-runners in addressing and managing HR tasks but too run the organisation. They're main responsibility is leading the expansion and delivery of strategy, Bands and Transitions (CIPD, n.d.).

As you can see from the above definitions, the Bands are able to set the activities for HR professionals but it also clarifies the development from an administrative role to an executive (Woodhams, Perkins and Wilkinson 2016). By progressing in your career, there

are three transitions to work through to move from the first to the last band. At every transition, three aspects are considered before moving ahead, Bands and Transitions (CIPD, n.d.):

- Where time is spent and the perspective on what is important,
- The new skills focus,
- What is let go or relinquished.

Surrounding the map are eight behaviours. Two behaviours have been referred to above but all eight, similarly to the professional areas, are recognised against the four bands. All eight of the behaviours are qualities that each HR professional needs to obtain and should continuously prosper in increasing their knowledge and development around these.

As encouraged by the CIPD, professionals are encouraged to be 'thinking performers'. Individuals that carry out tasks but also question what and why they are doing it in this way. They look at processes and have the courage to ask questions by challenging the organisations methods by taking into consideration continuous improvement techniques to carry them out more efficiently. Also, customers are to be recognised and listened to, to influence present and future organisational priorities. Both Courage to Challenge and Skilled Influencer are 'business savvy' attributes through the ability to be a key part in achieving organisation priorities and encouragement from others to progress the organisation onwards.

As suggested by Johns and Perkins, HR professionals must be able to manage across the organisation (2016). Managing horizontally requires drive and the commitment to deliver the greatest HR functions across the whole organisation with support from management to implement.

To be considered as a professional, it was suggested by Lester that it is a person with a significant amount of knowledge (2015). This would be reflected by Personally Credible behaviour, which is a behaviour that is considered to be a credible source for staff by providing sound guidance and advice. This is reflected by the collaborative behaviour by encouraging feedback from colleagues to improve the professional's development and practices, listening to their ideas and giving them a sense of achievement and inclusion.

As the only professional membership in the world to be able to honour Chartered Status to HR Professionals, the organisation is committed to setting standards and identifying what professionalism is within the industry but providing material to reach the requirements. One of these materials available is the Profession Map. CIPD have identified that HR priorities and functions are continuously adapting and have committed to ensuring that an evolved Profession Map is available and have published a new version, Setting Professional Standards (unknown date). It explores and demonstrates how evidence based decision making can impact on the final result. This links to the final behaviour of being a Decisive Thinker. Professionals must identify an area which is considered a problem or in need of improvement. A decisive thinker must evaluate and gather onerous amount of data and analyse trends to identify the most appropriate solution, Behaviours (CIPD, unknown date).

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CIPD (unknown date) '*The Core of the Profession Map'.* https://www.cipd.co.uk/learn/career/profession-map/core-areas [Accessed: 10 November 2018]

Lester, S. (2015) *'On professions and being professional'* [Online]. Available at: http://devmts.org.uk/profnal.pdf [Accessed: 2 November 2018]

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Woodhams, C. Perkins, G and Wilkinson, K (2016) Studying Human Resource Management, in (eds) *Developing the Knowledge and Skill of the HR Professional:* CIPD, 110-127

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 3

Word Count: 797

Student Name: Lowri Ann Davies
Student Number: 1104209
CIPD Membership Number: 49370121

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: L Davies
Date: 30/10/2018

Every July, the Association hold its Annual General Meeting. This year, it was successfully held on Thursday, 26 July 2018 in the organisations boardroom.

To arrange this event, or any project, it's suggested that it can be completed by following 5 simple steps – Initiation, Planning and Design, Execution, Monitoring and Controlling, and Completion (Johns and Perkins, 2016).

The project began in October 2017 when our Board of Management had agreed the initial date and location during their meeting (E014). The room was checked for availability and booked to secure the location (E015). A more generic idea, including time and attendees was discussed during the Executive Management Team meeting in March 2018 (E016/17) and all staff were informed (E018).

With a date and location secured, an expansive to do list was developed (E019). In this instance, I had prepared a Gantt chart to manage my time. The Gantt chart worked most effectively for me and allowed my full potential to be utilised. (Johns and Perkins, 2016). It allowed me to review my progress and identify areas which would take more time and resources (Johns and Perkins, 2016).

I had contacted our local caterers to check if they were available to cater for our event. They unfortunately weren't along with many others, due to large event being held in Mid-Wales. The Chief Executive had concerns with progressing with a caterer that hadn't been previously used. To solve the problem, we identified that ensuring that a buffet lunch was provided was the main area of concern. We examined the different avenues we could pursue i.e. 1) purchase food and preparing it ourselves or 2) approaching a new caterer and allowing them to prove themselves. Due to the number of areas on the Gantt chart which were required to be completed close to the event, it was agreed to support the local community and try a new business. The new caterers were contacted and were able to confirm their availability and provide their menu on the same day (E020). These basic 4 steps were followed to allow a solution to be made to a simple problem. In What is Problem Solving (Mind Tools Content Team, unknown date)

Following completion of the Thomas and Kilman Model, I identified as compromising and accommodating when handling difficult situations. Whilst dealing with above issue, I noticed that I would rather avoid a commotion but trying to arrive at a mutual answer under time pressure (E021).

Prior to preparing the documents, I challenged that we were contacting all residents via post but we needed to take into consideration their preferred method of contact and printing requirements. After completing this exercise it was identified that a handful of stakeholders had requested paperwork to be sent electronically (E022). Value had been added to the organisation by providing an administrative service to a high standard (Taylor, 2014), cheaper and more customer focused (Johns and Perkins, 2016).

Reaching closer to the date, annual accounts/reports had been forwarded for publishing, board members had confirmed their re-lection (E023) and all paperwork had been prepared and ready to be circulated to all stakeholders (E024). All paperwork was required to be circulated 14 days prior to the meeting (E025) in accordance with our rules and attendance to be confirmed 1 week prior (E026). Although, another issue had arisen whilst preparing the invitation letters, was lack of parking in the Association's car park. I utilised my knowledge from previous experience to identify that stakeholders with disabilities would need reserved disabled parking outside the office. Ideas were negotiated but the main goal was ensuring that all stakeholders were able to attend by asking them to park in the nearby car park and would be reimbursed for their expenses (Johns and Perkins, 2016) (E027). Although, asked to advise

us in advance if they have special requirements to allow us to reserve a parking space accordingly (E028).

Stakeholder attendance was closely monitored to ensure quorum (E029) and approval of the accounts. Two days prior to the event, I advised the CEO and Chair of the Board of Management that there was a sufficient number of stakeholders attending for the AGM to be held (E030). The caterers were also informed of numbers to prepare the buffet and the boardroom was prepared by rearranging tables, printing photography disclaimers (E031) and finalising the PowerPoint presentation (E032). Customer Services team were provided with the attendance list and were asked to invite stakeholders up to the boardroom no earlier than 10:45 (E033).

The day was observed by myself and line manager with feedback being welcomed from stakeholders on how we could ensure that the day ran better for them (E034). Stakeholders are considered to be our customers and we recognise that they play a vital part in decision making (Johns and Perkins, 2016).

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 4

Word Count: 1100

Student Name: Lowri Ann Davies
Student Number: 1104209
CIPD Membership Number: 49370121

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Signed: L Davies
Date: 20/11/2018

To allow an organisation to develop and achieve its goals, groups and teams are one of the main contributions factor to accomplishing this. Individuals must be able to work together to increase organisational efficiency (Watson, 2014).

As suggested by Watson (2014), there are a number of likenesses between groups and teams. Having specific roles, embracing a range of individuals from different departments and being able to work towards a shared goal structure them. Without realising, individuals will take on specific roles and behaviours within both group environments. Group dynamics contributes to the function, development and success of a group.

Specifically to groups, all employees are considered to be a part of one but they are individually monitored against their impact and contribution to achieving the specific goal. Three specific roles were identified to allow a group to function. Allcorn listed these as, group task, group maintenance and self-oriented (Watson, 2014). The first role merely consisted of increasing the efficiency of the group to accomplish set goal/s. Group maintenance are individuals who encouraged working together in a friendly and approachable environment by promoting healthy relationships. In contrast to this, the self-oriented role individuals would facilitate their own requirements and work beyond this to try and better them. Allcorn suggested that each group would need a composition of all three to have a good balance but it's recommended that each individual hold an aspect of all of them (Watson, 2014).

According to Belbin, there are nine essential team roles (Horn, 2009). Although, it's important to note that it doesn't necessarily state that there are always 9 or more members required in a team. Horn (2009) highlights that individuals are able to possess more than one attribute and some are not always required for certain team activities. The larger a group becomes, the less it is able to focus on developing towards its goals and participants become withdrawn and inefficient (Watson, 2014).

As well as the three roles advised by Allcorn, the characteristics of individuals affect the efficiency and result of a group. Individuals can bring in "personality, life stories, prior experiences" (Watson, 2014) to achieve the goal.

Throughout an organisations life, there will be a vast amount of goals that will change and develop over time. To prepare for this, Tuckman developed a model, which instigates how an effective group progresses from start to finish. The model consisted of the following 5 stages (Watson, 2014):

1. Forming

At this stage, the dynamics of the group evolve by identifying the leader of the group. This is recognised, as individuals are unaware of their roles and responsibilities. Time will be taken to build relationships with other members and identifying all their strengths and weaknesses. The leader is able to facilitate and move the sessions forward (Mind Tools, unknown date).

From a current organisational perspective, as a HR Professional developing a new internal annual leave system, one of our main priorities is influencing employees to adapt and accept the change. As the main drivers of the product, we must be fully aware of its functions and be able to provide knowledge and answers to set minds at ease. To empower customers and allow them to share their apprehensions, HR professionals need to be approachable and friendly (Johns and Perkins, 2016).

2. Storming

Here, individuals are still wary of their roles and responsibilities but relationships haven't fully developed. As more individuals become more confident to share, boundaries are being tested and conflict can happen from different working styles. Managers will be more

prominent at this stage by recognising individuals that will not agree with others and disagree with their working styles but it is important for them to develop a rapport with all employees by being respectful and taking into consideration their perspectives (Johns and Perkins 2016).

3. Norming
The group has cohered, by forming relationships and individuals having respect for one another. They've understood that they have something in common and they are able to see evolvement in achieving their goal. By forging better relationships, they've recognised strengths and are happy to seek advice on their area of responsibility (Watson, 2014).

4. Performing
A functional group structure has successfully formed. The primary driver is working hard and grasping a shared responsibility to achieve the collective goal. It's recognised by Watson (2014) that micromanaging individuals can affect the whole cohesion of the group and encourage poor performance. Managers should encourage individuals to take responsibility for their roles to allow leaders to concentrate on increasing members knowledge and skills (Mind Tools, n.d.).

5. Adjourned
Finally, the group has eventually met its goal and the will either part or re-begin the course to meet ever changing organisational objectives.

Within groups, politics is mostly viewed as a negative. As discussed above, the self-oriented roles appear to work towards bettering themselves and using the group to allow them to achieve this. They are able to impact on the development of the group but HR professionals need to recognise these individuals by understanding that they will face these behaviours in all groups and must learn to work with them (Horn, 2009). These individuals behave as adversaries, by willingly damaging the group's progression. However, they can often be mistaken as allies and bedfellows as the goal of the group supports their personal gain. As a manager, you are able to neutralise this negativity by being aware of the adversaries, keeping them close but continuing to remain professional by avoiding worsening the situation by being aware of their priorities (Mind Tools, n.d.).

On the other hand, being a HR professional is networking and socialising with recognisable faces within the industry. By continuously attending events, the professional becomes the recognisable individual and is able to build trustworthy relationships with others. From this, professionals are able to consider collaboration opportunities, develop an in-depth knowledge of the industry and share practices that could benefit their organisation (Johns and Perkins, 2016).

One of the difficulties that HR Professionals face when dealing with groups is weak teamwork. The lack of understanding of group dynamics and dealing with them effectively can lead to lack of motivation and group effectiveness (Johns and Perkins, 2016). Powley (2012) recognises that within care homes, teamwork is key to achieving the best possible results. She suggests that the whole team must identify that they're all responsible for supporting each other. This can be embedded into the group by allowing them to identify what is needed from each individual to allow them to achieve their goals. As they are liable for setting these standards, they're more likely to abide by them and increase organisation productivity.

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 5

Student Name: Lowri Ann Davies
Student Number: 1104209
CIPD Membership Number: 49370121

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: L Davies
Date: 07/11/2018

Development plan

NAME:	Lowri Ann Davies	**MEMBERSHIP NUMBER:**	49370121
COVERING THE PERIOD FROM:	September 2018	**TO:**	May 2020

As part of the analysis to identify my professional development needs, I completed the CIPD profession map (E035). Through this, I chose 3 professional areas (2 being core areas) and 2 behaviours. During the introduction to the CIPD Level 5 in Applied HR, I was asked to complete a learning style questionnaire by Coleg Sir Gar, which I identified as 'Aural' (E036). An aural learner is someone that works well by listening, verbal presentations and repetition. It's important for you to be made aware of your preferred learning style as this would allow you to understand how you are able to work to your full potential. From this, I chose Curious and Courage to Challenge as my behaviours, which I believe identified areas that reflected the above learning style by listening, observing and questioning your inquisition. As a professional area, I specifically chose Learning and Development, due to my heavy involvement within this area and wanting to review my weakness and effectiveness on delivering its objectives.
A personal development plan is created to allow an individual to continuously reflect on their learning, by knowing what you need to do to improve and progress as a Professional. It's also imperative to review your progress and if necessary, make changes if they are unachievable. Below are areas of weaknesses that I had identified through the CIPD profession map and a clear indication of how I'm going to achieve the actions.

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
Be more aware of the current issues that the organisation faces connected to my role	Attend networking events with CIPD and CHC (Community Housing Cymru) specifically HR Strategic Delivery Groups to	The organisation providing time to attend events and funding the loss of time.	Share current issues with members of my team, that they weren't aware of and taking responsibility to make them a priority.	Review in November 2019

	gather information on current corporate priorities			
To expand my knowledge to challenge ideas.	Attending meetings within the organisation, which might not directly involve me. To ask questions on systems and procedures which will allow me to question from a different perspective. Observe Head of Department / Line Manager during meetings and take note of the questions that they're asking.	Other departments within the organisation to allow me to sit in on their meetings and set aside additional time for me to ask questions and understand the processes.	When asking a question in a meeting, take note of which ones were successful and have seeked further advice that may lead to change due to your curiosity.	Review in June 2019
To develop my skills and knowledge to progress as a HR professional.	Complete Foundation Diploma in Applied Human Resources.	Purchase mandatory books and apply for student membership. Time to attend monthly workshops and additional 121s, when necessary. Arranging review meetings with assessors and occasionally line manager. Previous experience from line manager when she completed course.	Completing and passing each module on time. Reading information along the 18 months, which expands my knowledge on a day to day basis.	Complete by May 2020
To strengthen my understanding of one specific area	To select Learning and Development as my current HR area, and develop my knowledge by reading various articles, books, reports and current Policies & Procedures. Complete research on techniques used by other organisations	Access to current magazines, reports etc. Line manager support to allow the opportunity to present potential areas that could be explored to better our current methodologies.	Identifying that our current processes are efficient or suggesting a new process that is better for the organisation.	Review in June 2019
To increase my ability to share successful recommendations	Agree an area to research, which has been identified as a corporate priority, and present a report with recommendations	Executive Management Team to agree an area for research and allow it to be reviewed. Specific staff to provide time and information to prepare research Executive Management Team to allow you to present your findings and take into consideration your recommendations	The acceptance of recommendations. Receiving positive feedback on the work completed and asking for further research on other topics to be completed.	Complete by March 2019

Being more aware of the content of HR Policies and Procedures	Taking the time to read through all current policies and procedures and viewing them from both HR professional and Staff Member perspective. Compare other organisations policies and procedures.	Seek feedback from staff members on areas that can be improved. My line manager to allow me to participate in more grievance /disciplinary scenarios and how they work in practice. Time from my line manager to seek my opinion on internal matters and providing guidance on areas that I need to improve.	When policies are due for renewal, changes that I have been made have been reviewed and accepted by the Executive Management Team and published to all staff. Being involved in a grievance/ disciplinary matter with my guidance being used.	Review in January 2020
To Review my CIPD map	A new professional map was launched by CIPD on 8/11/18. I will complete a new assessment and review against my current development plan priorities	Access to the current CIPD and compare to my current development plan.	Identify new areas that hadn't been acknowledged through the current CIPD map. This would ensure that I had developed in my weaker areas.	Review in January 2020

CIPD Candidate evidence matrix (CEM1)

Candidate name: Lowri Ann Davies				CIPD Membership/registration No.: 49370121		
Qualification title: Developing Professional Practice in Human Resources				Unique Learner No. (ULN): 1104209		
Unit code	**Unit title**	**Activity**	**Evidence description**	**Evidence reference number**	**Assessor initials**	**I/V initials if sampled**
5CDPP	Developing Professional Practice in Human Resources	1	UWTSD Programme of Study Handbook	E001		
5CDPP	Developing Professional Practice in Human Resources	1	Apprenticeship: College Induction	E002		
5CDPP	Developing Professional Practice in Human Resources	1	Apprenticeship Learning Agreement	E003		
5CDPP	Developing Professional Practice in Human Resources	1	Module Timetable 2018 – 2020	E004		
5CDPP	Developing Professional Practice in Human Resources	1	Induction Questionnaire	E005		
5CDPP	Developing Professional Practice in Human Resources	1	Managing your Learning Guidance	E006		
5CDPP	Developing Professional Practice in Human Resources	1	Student Code of Conduct and CIPD Code of Practice	E007		
5CDPP	Developing Professional Practice in Human Resources	1	Quick Links (tab) on UWTSD website which leads to student area	E008		
5CDPP	Developing Professional Practice in Human Resources	1	Print screens of information available to students on UWTSD website	E009		
5CDPP	Developing Professional Practice in Human Resources	1	Print screens of information available to students on UWTSD website – specifically Moodle	E010		
5CDPP	Developing Professional Practice in Human Resources	1	Print screens of information available to students on UWTSD website – modules specifically in Moodle	E011		
5CDPP	Developing Professional Practice in Human Resources	1	Print screen of Library and Learning Resources section on Quick Links	E012		
5CDPP	Developing Professional Practice in Human Resources	1	Print screen of Library Catalogue within the Library and Learning Tab	E013		
5CDPP	Developing Professional Practice in Human Resources	3	2018 Board Committee Calendar	E014		
5CDPP	Developing Professional Practice in Human Resources	3	Print screen of Boardroom calendar availability	E015		

5CDPP	Developing Professional Practice in Human Resources	3	Executive Management Team Agenda	E016		
5CDPP	Developing Professional Practice in Human Resources	3	Executive Management Team minutes agreeing the Annual General Meeting (AGM)	E017		
5CDPP	Developing Professional Practice in Human Resources	3	All staff informed via departmental team minutes of AGM	E018		
5CDPP	Developing Professional Practice in Human Resources	3	GANT Chart	E019		
5CDPP	Developing Professional Practice in Human Resources	3	Catering menu	E020		
5CDPP	Developing Professional Practice in Human Resources	3	Thomas Kilman results	E021		
5CDPP	Developing Professional Practice in Human Resources	3	List of shareholders to receive invitation to event	E022		
5CDPP	Developing Professional Practice in Human Resources	3	Signed re-election forms from Board Members	E023		
5CDPP	Developing Professional Practice in Human Resources	3	List of supporting documents circulated to shareholders prior to event	E024		
5CDPP	Developing Professional Practice in Human Resources	3	Extract from Model Rules advising that shareholders must receive information 14 days prior	E025		
5CDPP	Developing Professional Practice in Human Resources	3	Invitation – must receive attendance 1 week prior to event	E026		
5CDPP	Developing Professional Practice in Human Resources	3	Letter referring to disability requirements	E027		
5CDPP	Developing Professional Practice in Human Resources	3	Reserved parking spaces spreadsheet for requirements noted in AGM invitation letter	E028		
5CDPP	Developing Professional Practice in Human Resources	3	Model Rules advising of quorum to attend AGM	E029		
5CDPP	Developing Professional Practice in Human Resources	3	Spreadsheet list of shareholders that have confirmed their attendance	E030		
5CDPP	Developing Professional Practice in Human Resources	3	Photography disclaimer poster	E031		
5CDPP	Developing Professional Practice in Human Resources	3	PowerPoint presentation for AGM	E032		
5CDPP	Developing Professional Practice in Human Resources	3	Email advising CST of attendance and arrangements for the morning	E033		
5CDPP	Developing Professional Practice in Human Resources	3	Witness Statement	E034		

5CDPP	Developing Professional Practice in Human Resources	5	Print outs of my CIPD Professional Map	E035		
5CDPP	Developing Professional Practice in Human Resources	5	Completed Learning Style Questionnaire	E036		

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:	**L Davies**	**Date:**	**28/11/2018**

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.

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

PROGRAMME OF STUDY HANDBOOK

CIPD Level 5 Diploma in Applied Human Resources

THE BUSINESS SCHOOL

2018-2019

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INTRODUCTION

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

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

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

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

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

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

ABOUT THIS HANDBOOK

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study at Level 5 in the academic year 2018-2019.

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.

CURRENT MEMBERS OF STAFF

Names and Contact Details

Programme Director: Julie Thomas julie.thomas@uwtsd.ac.uk 01792 481000 ext 3233

The following lecturing staff may also be teaching on the programme from time to time:

Felicity Healey-Benson felicity.healey-benson@uwtsd.ac.uk 01792 481000 ext 3257
Julie Potter julie.potter@uwtsd.ac.uk 01792 481000 ext 3233
Jayne Woodman jayne.woodman@uwtsd.ac.uk 01792 481000 ext 3233

Contact details for the Head of School are:
Dr Maggie Inman margaret.inman@uwtsd.ac.uk 01792 481103

Pastoral Support

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for all pastoral support issues. Details of the arrangements for Pastoral Support are contained 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/

PERSONAL DETAILS

It is vitally important that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect is likely to cause some or all of the following problems:

- failure to keep you generally informed;
- failure to contact you in an emergency;
- clashes on your examination timetable and delays in its production;
- failure to progress to the next level of study as a result of not completing sufficient credits at the correct level;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

MODULAR TERMINOLOGY

The following terms are used extensively in all documentation relating to modular Programmes of Study. You should read the descriptions very carefully:

Programme of Study (Course)
A Programme of Study or course is the collection of modules, or in this case, using CIPD preferred terminology, units, leading to a particular award.

Module/Unit
A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module/Unit Credit Rating
Every module/unit has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level. The credits identified here are administered by CIPD, but equate to QCF Level 5.

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.

Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.

Credit and Qualification Framework for Wales Level Descriptors, February 2009

Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	Use practical, theoretical or technological understanding to find ways forward in broadly-defined, complex contexts. Analyse, interpret and evaluate relevant information, concepts and ideas. Be aware of the nature and scope of the area of study or work. Understand different perspectives, approaches or schools of thought and the reasoning behind them.	Address broadly-defined, complex problems. Determine, adapt and use appropriate methods and skills. Use relevant research or development to inform actions. Evaluate actions, methods and results.	Take responsib-ility for planning and developing courses of action, including where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad but generally well-defined parameters.

Students should note that the expectations and demands of work at Level 5 is higher than those at the CIPD Foundation Certificate in Human Resource Practice Level 3, and that this will be reflected in the assessment and marking of the module assessments.

PROGRAMME OF STUDY

The Level 5 Diploma in Applied Human Resources is comprised of 16 units – 5 Core units, 6 additional knowledge based units (Group A units) and 5 competence based units (Group B units). Group A and B units have been pre-selected by the University from a range of units offered for this qualification by the CIPD.

Level 5 Diploma in Applied Human Resources = 90 credits (QCF).

26 credits from all core units
24 credits from Group A
40 credits from Group B

Modules (Units) Studied:

Core Modules (Unit)	Credits	Module Unit Code
Developing Professional Practice in Human Resources	8	BMPD5000
Understanding the Business Context of HR	4	BMPD5001
Using a Research Approach in HR	4	BMPD5002
Understanding the Contemporary HR Function	4	BMPD5003
Understanding Employment Law	6	BMPD5004

Group A Units	Credits	Module Unit Code
Understanding Resourcing and Talent Planning	4	BMPD5005
Understanding the Link between Individual and Organisational Performance	4	BMPD5006
Understanding Employee Engagement	4	BMPD5007
Understanding the Management of Employment Relations	4	BMPD5008
Understanding Coaching and Mentoring in the Organisation	4	BMPD5009
Understanding the Management of Change	4	BMPD5010

Group B Units	Credits	Module Unit Code
Contributing to Resourcing and Talent Planning in the Organisation	8	BMPD5011
Contributing to Improving Organisational Performance	8	BMPD5012
Contributing to Employee Engagement in the Organisation	8	BMPD5013
Contributing to Coaching and Mentoring in the Organisation	8	BMPD5014
Contributing to the Management of Change	8	BMPD5015

Module (Unit) details are correct as of 1 August 2018, 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. You will be able to find the module (unit) descriptor on the Moodle page for the programme.

Total Qualification Time (TQT)

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

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 via monthly workshops with additional skills workshops throughout the year to meet these requirements.

Students will be expected to supplement the classroom contact hours with 2-3 hours of specified activities per week plus 5-6 hours of self-directed learning to cover reading and the preparation of assessment evidence.

COURSE DURATION

The programme will take two years. The terms during the first year will be divided up as follows:

Induction	19/9/2018
Term 1:	24/9/2018 – 14/12/2018
Term 2:	7/1/2019 – 5/4/2019
Term 3:	29/4/2019 – 12/7/2019

The course will be delivered through 16 units over two years. Details of the units are supplied later on in the handbook, and will be accessible on Moodle.

The units will be taught in the following order:

Year 1:

1. Using a Research Approach in Human Resources
2. Developing Professional Practice in Human Resources
3. Understanding the Contemporary Human Resources Function
4. Understanding the Business Context of Human Resources
5. Understanding Employment Law
6. Understanding the Management of Employment Relations
7. Understanding the Link between Individual and Organisational Performance
8. Contributing to improving Organisational Performance
9. Understanding Employee Engagement
10. Contributing to Employee Engagement in the Organisation

Year 2:

11. Understanding the Management of Change
12. Contributing to the Management of Change
13. Understanding Coaching and Mentoring in the Organisation
14. Contributing to Coaching and Mentoring in the Organisation
15. Understanding Resourcing and Talent Planning
16. Contributing to Resourcing and Talent Planning in the Organisation

ASSESSMENT

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.

The submission dates for the year are provided below.

Core Modules (Unit)	**Credits**	**Assessment Submission Dates**	**Method of Assessment**
Developing Professional Practice in Human Resources*	8	19/11/18 plus submission of updated Personal Development Plan on 18/5/20	Portfolio of Evidence
Understanding the Business Context of HR	4	28/1/19	Written report, analysis notes
Using a Research Approach in HR	4	Part One 22/10/18 Part Two – 11/2/19	Written response, research report
Understanding the Contemporary HR Function	4	21/12/18	Slides and notes pages
Understanding Employment Law	6	11/3/19	Written answers to questions

Group A Units	**Credits**	**Assessment Submission Dates**	**Method of Assessment**
Understanding Resourcing and Talent Planning	4	20/4/20	Written answers to questions
Understanding the Link between Individual and Organisational Performance	4	10/6/19	Slides and notes pages
Understanding Employee Engagement	4	29/7/19	Briefing paper
Understanding the Management of Employment Relations	4	29/4/19	Written answers to questions
Understanding Coaching and Mentoring in the Organisation	4	20/1/20	Briefing paper
Understanding the Management of Change	4	4/11/19	Slides or screen shots with notes pages

Group B Units	Credits	Assessment Submission Dates	Method of Assessment
Contributing to Resourcing and Talent Planning in the Organisation	8	27/5/20	Portfolio of Evidence
Contributing to Improving Organisational Performance	8	1/7/19	Portfolio of Evidence
Contributing to Employee Engagement in the Organisation	8	18/9/19	Portfolio of Evidence
Contributing to Coaching and Mentoring in the Organisation	8	9/3/20	Portfolio of Evidence
Contributing to the Management of Change	8	25/11/19	Portfolio of Evidence

At the start of each module/unit, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

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

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each year. Note that 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 Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

Special needs in terms of assessment
If you have any special 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 special needs.

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Director.

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/

Responsibilities of students in relation to the assessment process
As noted in section 7.3(5) of Chapter 7 of the Academic Quality Handbook, students are responsible for ensuring that:

i) They read and understand the information provided about how they will be assessed, how their final award will be determined, and the action to take in the event that they experience difficulties relating to assessment.
ii) They attempt every assessment component of a module.
iii) They attend assessment events, including re-assessment events, as required; and that they 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.
iv) They submit work for assessment as required and in accordance with the required format and deadline.
v) They inform their School or Student Services of any disability or long term impairment which might require special provisions for assessment.
vi) They familiarise themselves with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.
vii) They follow the prescribed procedures in the event that they experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
viii) They keep a copy of work presented for assessment wherever feasible.
ix) They make their work available for sampling for external examining purposes and for archiving.

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 Intermediate Certificate Programme Director 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.

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 Director.

The current CIPD Moderator for this Programme of Study is:

Keith Reynolds

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

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:

Navigate to moodle.uwtsd.ac.uk
Click Quick Links (top left side of screen)
Select Moodle from the Swansea links
Log in using your Network username and password which are the same used to access campus PC's

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 24 hours 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 **helpdesk**:
tel: 01792 481134
email: helpdesk@uwtsd.ac.uk
In any correspondence please include your name and student username
(e.g. 123456)

UNIT DETAILS (with Learning Outcomes)

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.

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.

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.

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.

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.

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:

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

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.

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.

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.

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.

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:

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

Contributing to the 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.

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.

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.

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.

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.

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.

POLICIES

University Attendance Policy

All students are required to attend all scheduled classes and tutorials and Faculties will record individual academic attendance on a weekly basis.

Contact points will be specified for each programme, taking into account the structure of the programme and the scheduled timetable. Disciplinary action will be taken for any sustained periods of unauthorised absence. Students who have a legitimate reason for unexpected absences (including the instance of illness or injury) must provide evidence to their Tutor immediately following their return, to ensure that it is noted as authorised leave.

Wherever possible, students should request permission through their Tutors in advance of any absence, completing the appropriate Registry Forms to explain the circumstances that require this. Although short authorised absences are not normally counted against the student, these are taken into consideration in the annual review of each student's cumulative attendance (see below). Confirmation of authorised absence will be lodged on the student record in the Registry.

If a student does not provide any reasonable justification for periods of unauthorised absence, fails to respond to initial and final Attendance Warning Letters and/or the required actions agreed at meetings with academic staff, and does not improve their attendance record, the Faculty will ask the Registry to withdraw the student within two months of the last recorded date of attendance.

In addition, each student's cumulative attendance will be reviewed at the end of the academic year. Any student with a cumulative attendance for the academic year below 70% (including authorised leave periods) will be sent an end of year warning letter by the Faculty to warn her/him that attendance is below the level expected by the University and that, if poor attendance continues, this may lead to the individual being withdrawn from the programme.

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 registering 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. In many Schools 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 Faculty 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**. Your School will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- *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. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*

- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for..': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*

- *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'***. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. 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

All students have access to information literacy and research skills support to assist them in their studies. For further details and contact information please go to the Library and Learning Resources website at http://www.uwtsd.ac.uk/library/.

Identifying, accessing and evaluating resources

- Library and Learning Resources website
- Library and Learning Resources catalogues
- Accessing e-resources and databases
- Using the Internet for academic purposes

Literature Reviews

- What is a literature review
- How to do a literature review

Staying Legal

- Using other people's information
- Plagiarism: what it is and how to avoid it
- Copyright
- Using images, film and sound

Organising and managing your information

- Keeping up with developments in your subject area
- Using information management tools

Subject Librarians

Subject Librarians act as a contact point between students and the Library and Learning Resources service. Please feel free to contact a Librarian if you need help with finding information for your assignments, or advice on locating, accessing or searching library resources in both print and electronic formats.

Further details of all libraries and contact information are available from the Library and Learning Resources website at http://www.uwtsd.ac.uk/library/. Please also follow the Library and Learning Resources Facebook and Twitter feeds for up-to-date news, service developments and information on new resources.

- The Griffith Library at Dynevor
- Owen Library, Mount Pleasant
- Swansea Business Campus Library
- Townhill Library
- Carmarthen Library
- Lampeter Library
- London Library

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/

colegsirgâr colegceredigion



APPRENTICESHIP

College Induction 2018-2019

Learner Name: Lowri Davies.....

Tutor Name: Julie Thomas.....

Course: C.I.P.D. Level 5 in Applied HR.....

Date Induction booklet received: 17/09/18.....

Learner signature: L Davies.....

Training adviser/assessor signature: .....

UNDEB EWROPEAIDD
EUROPEAN UNION

Llywodraeth Cymru
Welsh Government

Cronfa Gymdeithasol Ewrop
European Social Fund

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

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Introduction

Croeso I Coleg Sir Gâr / Welcome to Coleg Sir Gâr
Croeso I Coleg Ceredigion/Welcome to Coleg Ceredigion
Coleg Sir Gâr's/Coleg Ceredigion's Mission Statement
Bod yn rhagorol – y Coleg dewisol
To be excellent – The College of choice

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

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

Useful Contacts:

Main Switch board number 01554 748000
Pibwrlwyd Campus office 01554 748264
Ammanford Campus office 01554 748318
Graig Campus office 01554 748051
Jobs Well Campus office 01554 748201
Gelli Aur Campus office 01554 748578
Cardigan Campus office 01239 612032
Aberystwyth Campus office 01970 639700

Coleg Sir Gâr Graig Campus Sandy Road Pwll Llanelli SA15 4DN	Coleg Ceredigion Aberystwyth Campus Llanbadarn Fawr Aberystwyth Ceredigion SY23 3BP	Coleg Ceredigion Cardigan Campus Park Place Cardigan SA43 1AB	Coleg Sir Gâr Ammanford Campus Dyffryn Road Ammanford SA18 3TA	Coleg Sir Gâr Gelli Aur Campus Gelli Aur Llandeilo SA32 8NJ	Coleg Sir Gâr Pibwrlwyd Campus Pibwrlwyd Carmarthen SA31 2NH	Coleg Sir Gâr Jobs Well Campus Jobs Well Road Carmarthen SA31 3HY

Benefits of being a member of B-wbl

Who is B-wbl?

We are providers who work together to deliver work based learning in Wales. We are made up of further education colleges and private training providers and are led by Pembrokeshire College. Our organisations retain their independence while collaborating to deliver work based learning and improve standards across Wales. We deliver apprenticeships, traineeships and work ready programmes. Our Welsh Government contract value is currently £10.1 million.

What is the purpose of B-wbl?

We provide a unified work-based learning network committed to provide access to high quality learning opportunities. We provide training which ensures our learners achieve their potential and that employers' needs are met.

What are the benefits of B-wbl?

We ensure that each learner gets the best support and opportunities available to them by sharing resources.

Our employers are able to access a better choice of high quality provision through our members.

We share and adopt best practice which ensures our learners' experiences are similar across all our providers and allows our members to share high quality practices.

We offer a joined-up approach to training and development across South Wales. This facilitates more opportunities and planned progression routes, from engagement and level one employability programmes, through to level five higher apprenticeships.

We offer regional planning with local delivery that meets employer and employee needs.

Outstanding Partnerships Committed to Success

Why do you have to complete an induction booklet?

All new learners to Coleg Sir Gâr and Coleg Ceredigion have to complete this induction booklet. It will help make sure that:

- You know you are on the right course
- You know everything you need to know about the college
- You know everything about your programme of learning

When should you complete your induction booklet?

You should aim to complete all the tasks in this booklet by the end of the first half term. You do not have to work your way through everything in order – you can ask your tutor or training adviser/assessor on the best way to complete this booklet.



ALL YOU NEED TO KNOW ABOUT WORK BASED LEARNING PROGRAMMES

Role of your Training adviser/assessor

If you are a learner on an apprenticeship or traineeship programme you will be assigned a training adviser/assessor who will also be your mentor. He/she will have already carried out an Initial Assessment which would have included Numeracy, Literacy and Digital literacy abilities, this will then have highlighted if any extra support is needed.

Your training adviser/assessor is there to help you with all matters relating to study and offer support with any personal problems that may affect your study. Your training adviser/assessor will also:

- Assess you in the workplace using the standards for your qualification
- Conduct reviews with you on a regular basis and set SMART (specific, measurable, achievable, realistic and timely) targets to help you progress and complete your programme within the specified timescale.
- Help you to develop your study skills
- Help with career planning
- Identify your support needs

How do I know what progress I am making?

At set intervals (28 days for traineeship and 56 days for apprenticeship programmes) your Training adviser/assessor will discuss your progress with you and your employer/careers adviser if applicable.

Your training adviser/assessor will then discuss with you further ways you can improve your performance.

Activity

What is the name of your Training adviser/assessor? What is their contact number?

How does your training adviser/assessor help you with your progress on the programme?

How often will you be reviewed on your programme of learning?

My Learning style

We all learn things in different ways. You may learn things quickly by reading about them or you may prefer to be more 'hands on' and learn by doing.

As a learner at Coleg Sir Gâr and Coleg Ceredigion you will be expected to develop an understanding of how you learn best. By getting to know yourself as a learner you will be able to plan and complete your work more successfully.

As part of your induction into the college you will find out how you best learn by doing a VARK assessment. Your training adviser/assessor will explain the VARK assessment to you – and when you have completed it, look at your results with your training adviser/assessor and write down what learning styles seem to best reflect the way you learn.

You may have one preferred learning style or you may be a mix – everyone learns differently so there is no right or wrong learning style!

My preferred learning style is .....

Literacy, Numeracy and Digital Literacy

To make sense of the world around you, you need an understanding of written and spoken language and you need the ability to interpret what has been written or said and to draw conclusions from the evidence that surrounds them. It is also about being able to communicate - accurately, fluently and persuasively.

Numeracy describes the set of skills needed to tackle real-world problems in a variety of situations by applying numerical reasoning, and then carrying out the mathematical procedures to find the solution.

The college will assess and record your literacy, numeracy and digital literacy levels using the WEST software and provide feedback to you on your levels. The software will produce a 'spikey profile' which highlights your strengths but also your weaknesses. Targets from the results will be set on regular basis to help you improve your level of understanding of the weaker areas. You are expected to undertake the tasks that have been set by your training adviser/assessor. Your tutors/training adviser/assessors will mark all of the work that you write or type and provide you with constructive feedback and guidance throughout your programme.

We will expect you as the learner to check your work, read over it carefully prior to submission and this will, with the guidance from Coleg Sir Gâr and Coleg Ceredigion help you develop your skills.

Literacy and Numeracy are both areas that Coleg Sir Gâr and Coleg Ceredigion take very seriously and we are here to help you with your studies. Therefore your tutor/training adviser/assessor will be using symbols to highlight areas for development within your work and help you progress with your programme successfully.

LITERACY MARKING GUIDE

- Your tutor will use the following symbols to help you improve the accuracy of your written work.
- It is **your** responsibility to correct your work.

Symbol	Means
Sp	Spelling mistake
C	Capital letter
P	Punctuation
SS	Sentence structure
WW	Wrong word used
R	Repetition (of a word, phrase or idea)
T	Tense
//	Start new paragraph
^	Word missing
✓	Well written section
✓✓	Very well written section

My Literacy level is: .....

My Numeracy level is:.....

My Digital Literacy level is: .....

Individual learning plan

As a student at the college on a traineeship or apprenticeship programme you will be asked to complete and sign an **Individual Learning Plan**.

By signing your **Individual Learning Plan** you are agreeing that -

- you have received information about the programme, qualification and framework you are aiming for and understand that your progress will be regularly monitored during the regular reviews and that you will be assessed according to the approved arrangements laid down for the course.

- you understand and agree to follow the college's enrolment conditions. These include that the college can let your parents know about your attendance and your progress if you are under 18, and to your employers if you are an apprentice.

- you are aware of the college's rules and the standards that the college aims to achieve.

- you have made your training adviser/assessor and tutor aware of any learning difficulties or disabilities you may have and that you understand the range of services and entitlements that the College offers and how to gain access to them.

- That your individual learning plan records a relevant programme for you and that it is the result of appropriate advice and assessment.

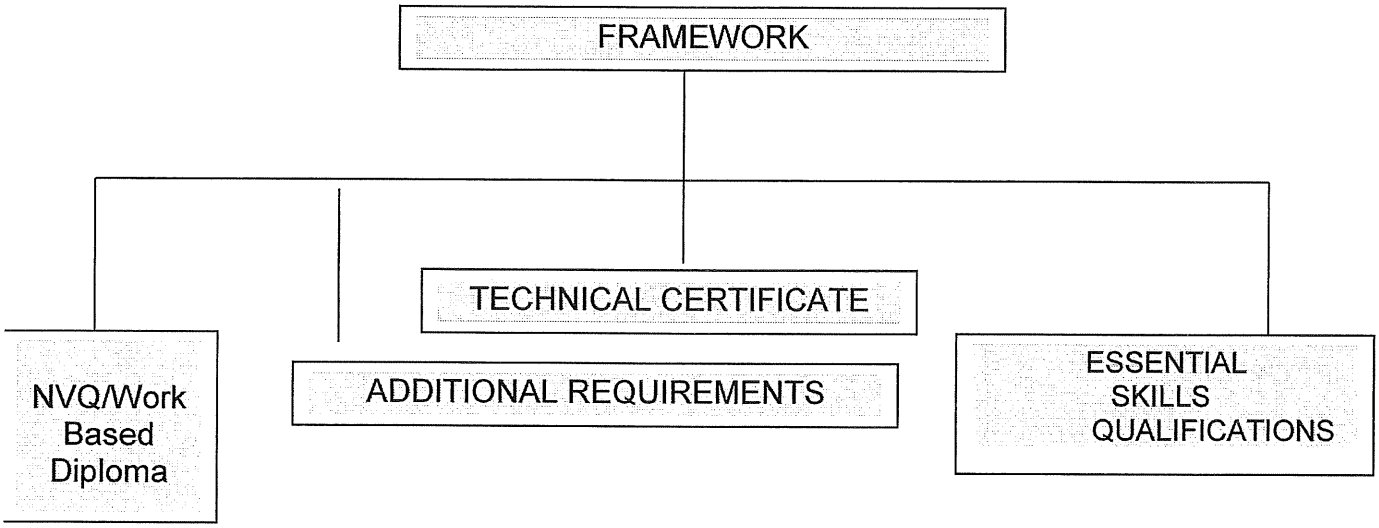
- Your individual learning plan is just that, individual to you, it shows what qualifications make up your programme of learning or framework together with the length of time you are expected to achieve, this will be undertaken with your employer if applicable.

- That you understand and agree to the literacy/numeracy and Welsh Language and Culture targets as stipulated by the Welsh Government.

What is a framework?

- A set of qualifications to achieve your full award for:
  Foundation Apprenticeship
  Apprenticeship
  Higher Apprenticeship

Framework requirements



Completion time

Times will vary depending on your framework.
This applies to Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship schemes.

Your Training Advisor will discuss this with you.

My expected completion date for my programme is: .....

NVQ / DIPLOMA / WORKBASED DIPLOMAS, WHAT IS THE QUALIFICATION?

- It is an occupational, competence based qualification.
- It is workplace assessed.
- Achievement will often require training

ASSESSING

- Measures your ability to perform skills required practically. i.e. Observation.
- Checked your underpinning knowledge and understanding by questioning.
- This may be through tests or verbal questioning.

STANDARDS AND EVIDENCE

Each element is split into:

Performance Criteria

- To show what has to be performed competently. What you can do.

Underpinning Knowledge

- Questions to show your understanding of the job you do.

Range

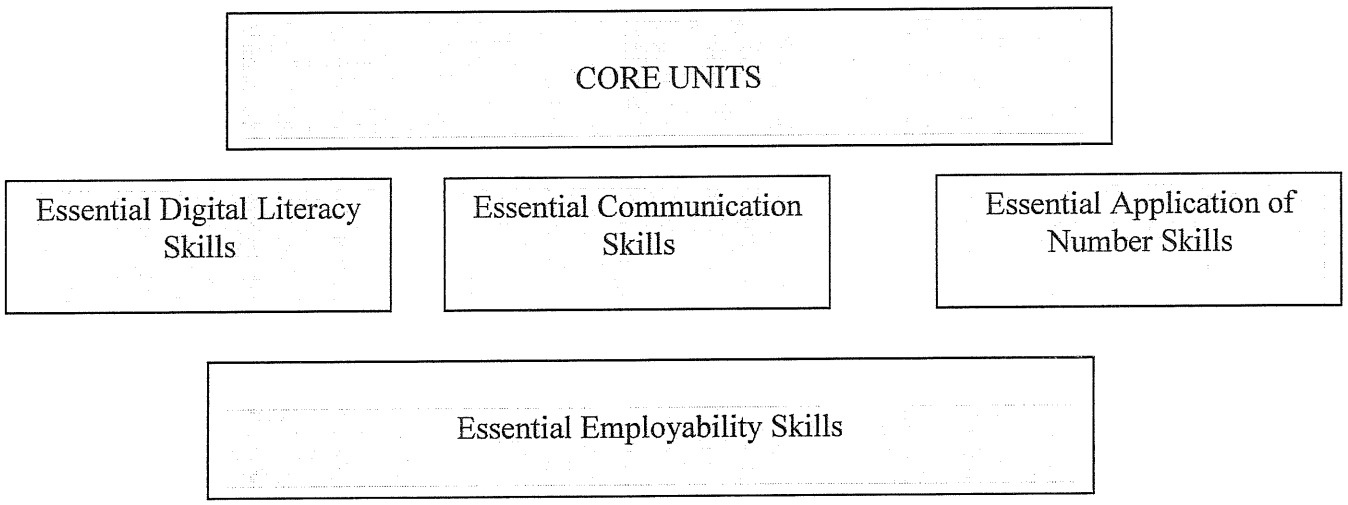
- The tasks required to show your ability to do the job.

TYPES OF EVIDENCE

- Observation in the workplace
- Testimony of others.
- Candidate explanation of process / log book.
- Assessment of prior learning. (APL)
- Oral &/or written questioning
- Video/photographic/voice recordings

What are essential skill qualifications?

They are skills that are transferable between many everyday tasks that you perform.



- You will produce a portfolio (file) and sit controlled tasks for your Essential Skills qualifications work. It can contain work from your main programme, although specific assignments may need to be completed.

Employment responsibilities and rights

- Statutory Responsibilities and Rights.
- Procedures and Documentation.
- Career Pathways.
- Representative Bodies.

Guide to your rights

On an apprenticeship, from day 1 you are entitled to:
• An itemised pay slip or statement
• Equal pay
• No discrimination on the basis of sex, racism sexual orientation, religious beliefs and age
• A limit of 48 hours on the maximum average working week
• 20 days of paid leave every year

After 1 months service you are entitled to:
• One week's notice of dismissal

After 2 months service you are entitled to:
• A written statement of your terms and conditions (NB a contract of employment legally exists as soon as you have received payment for work, most employees are given a written contract before or upon starting work).

After 1 years' service you are entitled to:
• Redundancy pay
• Protection against unfair dismissal

National Minimum Wage

There are different levels of NMW, depending on your age and whether you are an apprentice, up to date information can be found on HMRC website.



ENSURING ALL GOES WELL WHILST AT COLEG SIR GAR

&

COLEG CEREDIGION

Assessment appeals procedure

Policy statement

Coleg Sir Gâr and Coleg Ceredigion are committed to informing and providing all learners with a fair and transparent assessment process. Learners will be informed of both the academic appeals and assessment process at the outset of their programme of study and an assessment plan will be shared with the learner at the commencement of and throughout the course when appropriate.

In the event of a learner being dissatisfied with an assessment outcome or grade for internally assessed work, the regulations and the procedures below apply.

All stages of the procedure must be clearly documented showing realistic timescales and outcomes.

Regulations relating to academic appeals

1. A learner who has received an assessment outcome/grade for work and wishes to challenge that assessment outcome/grade can do so if he/she believes that:

   - It has not been marked according to the pre-agreed criteria;
   - There has been some discrimination in arriving at the assessment outcome/grade on personal grounds;
   - Work has not been set, marked and returned within the agreed timescale for the course;
   - The conduct of the assessment has not been fair;
   - The adequacy of the opportunities offered in order to demonstrate competency or achievement have been limited to the extent that an unfair outcome was arrived at;
   - The first step should be a discussion between the learner and lecturer/ tutor concerned, which should take place within 5 working days of the assessment decision being returned. The purpose of this discussion will be to achieve an early resolution to the issue/s raised by the learner if possible.
   - In the case of an NVQ programme, if the issue has not been resolved with the assessor, the learner should discuss the issue with the named Internal Quality Assurer within a further period of 5 working days.
   - If the learner remains dissatisfied with the outcome of this discussion then s(he) should discuss the matter further with a member of the Curriculum Area/Faculty

Management Team as soon as is practicably possible but within a 10 working day period of the meeting with the tutor/lecturer.

2. If there is still no satisfactory or acceptable resolution to the issue/s raised then the member of the Curriculum Area/Faculty Management Team concerned should inform the learner of the procedure for applying in writing to the Director of Learner Support outlining his/her complaint. The Director of Learner Support will arrange to meet with the learner and the member of the Curriculum Area/Faculty Management Team concerned within a mutually agreed timescale but not in excess of 10 working days of the written request. The learner may bring with them a friend, a parent or guardian, employer or representative of the Students' Union to that meeting.

3. If the issue/s remains unresolved after the stages in points 1 and 2 above, and the learner wishes to pursue an appeal further, then they shall inform the Assistant Principal for Teaching, Learning Quality within 5 working days of their meeting. The Assistant Principal for Teaching, Learning and Quality will notify the Principal who will within 10 working days set up a meeting of the Appeals Panel.

Procedures of the appeals panel

1. Following the procedures outlined in Paragraphs 1-3 above, the Principal will convene a meeting of the Appeals Panel and circulate to the members' details of the piece of assessed work under dispute. The learner will be notified not less than 5 working days in advance of the date, time and location of the meeting and must indicate to the Principal's office his/her intention to attend.

2. The composition of the panel will be as follows:-

   - The Principal or another Senior Manager not previously involved (Chair);
   - A member of the Curriculum Area/Faculty Management Team but not the one involved in paragraph (2);
   - A student representative; and
   - An Internal Quality Assurer, if appropriate.

   Panel procedures:-

   - The panel shall first hear from the learner or his/her representative as to the nature of the appeal.
   - The panel may then hear from any other person it deems appropriate.
   - Only the chair may call any additional relevant contributors.
   - The decision of the Chair on any matter of procedure will be final.
   - The Chair may adjourn the meeting to enable steps to be taken towards clarifying a disputed point of fact material to the appeal or the original issue/s raised and form part of the appeal.

   The Chair may decide to elicit the views of the external verifier/quality assurer, assessor or moderator, if these have been previously involved in earlier stages of the process.

   A decision will be reached by the panel with no other person/s present. In reaching a decision the panel shall attempt to act in the best interests of the learner concerned

as well as ensuring that the academic standards of the College's programmes of study are maintained. Decisions of the panel shall be communicated to the learner, the tutor, the Curriculum Area Head, Faculty Director and the Director of Learner Support in writing within 24 hours of the meeting.

All Students also have the right to appeal to Awarding Organisations

If a head of centre or private candidate is dissatisfied with examination results and has reasons to suspect they may not be accurate, the first step to take is to make an enquiry about results. Full details of enquiries about results services are given in the JCQ publication Post-Results Services – Information and guidance to centres - http://www.jcq.org.uk/exams-office/post-results-services

Your rights and responsibilities as a student

Your "rights and responsibilities" set out what you can expect from the college and what the college expects of you. The rules and policies are intended to help you make the most of your time in college and to make sure everyone has the chance to achieve and do their best.

Student entitlement

Being a student of the College will entitle you to:

1. Physical access to the Campus, appropriate buildings, teaching and social areas;
2. Accurate information and competent guidance to enable you to choose a course which is appropriate to your needs;
3. A wide choice of courses which are relevant to local, national and international needs;
4. An assessment and accreditation of prior learning, where appropriate;
5. Suitably qualified and experienced teaching and support staff;
6. A pleasant and productive learning environment;
7. Access to a full range of teaching, learning and student support services;
8. Regular assessment and feedback on progress;
9. An opportunity to tell the College what you think of your experience at the college and to suggest improvements to your course either personally or through a student representative;
10. Further Careers Guidance as required, following completion of your course/programme

While the College will strive to perform in accordance with the Student Entitlement the commitments contained in it are expressions of intent but not legally binding obligations

Activity

Look at the list of entitlements (1 to 10) above and choose 3 that you think are most important.

Write down why the entitlement is important to you.

Entitlement No	Reason why you think it is important

Here are some practical suggestions that might help you to successfully complete your programme of study.

• Always carry a diary or enter information onto an e-diary so you know what course work dates are and when assignment hand in dates are etc. This will help you to keep track of deadlines.

• Try to plan ahead. If you know a busy time is coming up on your course or at your place of work, plan ahead as much as possible and try to move things around to create a balance.

• Employers will be more sympathetic if you advise them as soon as you can that you can't work, and if you are able to suggest practical solutions and take responsibility for the change in rota they will think this is good.

• If you are struggling, seek advice and support as early as you can from your course tutor and training adviser/assessor. Sometimes coursework deadlines can be extended in exceptional circumstances.

• Don't forget to give yourself time to unwind and relax after work or study. Don't, for example, cut something out because you don't feel you have the time to fit it in. You will resent the fact that you can't do this activity and either your work or your job will suffer.

• Try to stick to structured work patterns so that you know when you will be working.

• Be realistic about what you can fit in. Remember there are only 24 hours in a day. Don't over promise then under deliver.

• Try to cut back on part time work before and during exam times. Work might provide you with a welcome relief from your study but try to organise some time off before exams and try not to agree to extra shifts or overtime at this time.

• Don't skip lectures to work - missing classes and submitting work late or of poor quality will seriously affect your results.

• Remember to talk about how you managed your time while working and studying at job interviews. Employers will be impressed to hear how you achieved this and it can demonstrate your organisational and time management skills.

Your career and Job Choices

You may already have made a career choice or have an idea of the kind of job you would like to do when you leave college. If this is the case then you need to be sure that you have thought things through.

If you are not sure what you want to do in the future, thinking about the factors that are likely to influence your choice of job or career may help you make up your mind about the type of work you might like.

What the College expects from you

The main expectation of all learners who come to college is that they treat everyone with whom they come into contact, with **respect.** The college also expects learners to respect college property.

The college has a **Code of Conduct** which sets out how you are expected to act when you are in college. This includes times when you are travelling to college, taking part in educational visits or taking part in other college activities such as work placement.

The main Code of Conduct is set out below.

Student code of conduct

All learners must sign up to the Student Code of Conduct.

Learning and Working

You are expected to:

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

Behaviour

You are expected to:

- Treat and talk to all staff, learners and the local community with **respect;**
- Not participate in any act or threat of violence, bullying intimidation or verbal abuse;
- Behave in an appropriate and reasonable way at all times;

- Not use offensive language;
- Value the college environment by not dropping litter;
- Not damage college furniture or buildings;
- Smoke only in designated smoking shelters;
- Respect the college's commitment to equality and not discriminate against groups or individuals;
- Switch off all mobile phones in learning areas [i.e. classroom or learning resource centres] unless agreed by the tutor and only use your mobile in an appropriate way in student common areas;
- Abide by the rules for behaviour on college transport, education visits and public areas such as libraries and canteens ;
- Avoid wearing clothing with offensive slogans or logos;
- Never bring drugs or alcohol etc onto college premises or be under the influence of drugs or alcohol;

What will happen if things are not going as well as the college expects?

If the Code of Conduct is not followed then the college has a **Disciplinary Procedure** which can result in warnings or exclusion from college.

The disciplinary process consists of the following levels:

Stage 1 **Cause for Concern Notes** – for recording minor breaches of the Code of Conduct

Stage 2 **First Written Warnings** – for recording more serious breaches

Stage 3 **Final Written Warning** – for recording serious and substantial breaches

Stage 4 **Exclusion** – for dealing with matters judged to be "gross misconduct"

It is important that you understand this procedure. Re-read it carefully and discuss any aspects you are unsure of with your tutor.

When you are sure you understand, sign and date the following statement:

I confirm that I understand and accept the college's Code of Conduct

Signature: _____

Date: _____

How to contact the Learner Support Team

Campus	Name	Title	Tel.	E mail
All campuses	Steve Kelshaw	Director of Learner Support		steve.kelshaw@colegsirgar.ac.uk
	Matthew Morgan	Learner mentor		Matthew.morgan@colegsirgar.ac.uk

Absence and attendance in College

If you can't come to college it is important that you contact the college and your training adviser/assessor to let us know you won't be in. If you have an appointment at the hospital or dentist you should let your training adviser/assessor know as soon as possible.

The college has an **Attendance Policy**

1. Attendance

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

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

(i) Authorised Absence:

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

- A medical or similar appointment that cannot normally be arranged outside College hours (this does not include routine dentist or optician's appointments or regular appointments with a counsellor or social worker);
- A religious holiday (up to 1 day) provided that this has been agreed in advance with the personal tutor;
- A visit to a university to attend an open day or interview or a career related interview;
- A need to look after a family member or other person for whom the learner acts as a personal carer, but not on a regular basis (where this is regularly affecting studies, staff should discuss with the learner ways to address the issue and, if appropriate, make changes to the learning plan);

- A non-college special activity such as participating in drama, music or sport or volunteering. The College will only agree absences for events that reflect a significant level of achievement, for example a national or regional event;

- Attendance at a probation or court meeting;

- Attendance at the funeral of a close family member;

- A driving test;

- Attendance at Governors / course representative meetings;

- Family holidays (only in exceptional circumstances and must be agreed in advance by a member of the Curriculum Area Management team);

- Study based work experience or work placement

(ii) Non - authorised Absence:

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

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

(iii) Unforeseen Absence

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

- telephone their College campus office and their training adviser/assessor before 10.00 am on the day of absence and give a reason for the absence (this phone number will be provided at Induction);

- provide evidence, if authorised or unforeseen, for their absence on their return to College.

2. Monitoring attendance and investigating issues

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

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



KEEPING YOU SAFE IN COLLEGE AND THE WORKPLACE

Keeping you safe and well

The 1974 Health and Safety at Work Act.

This Act places responsibilities on both the employer and employee and as an employee you have legal duties to;

- Take reasonable care of yourself and others by what you do or not do
- Co-operate with your employer on health and safety matters
- Correctly use work items provided by your employer. (PPE)
- Not interfere or misuse anything provided for you H&S
- Failure to adhere to the above may result in **Prosecution**
- As a learner on Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship. You are classed as Employed.

Personal protective equipment

You must wear appropriate PPE as supplied by your Employer as he/she is required by law to provide this

Fire procedures

Each company will have its own Fire Procedure, which must be displayed on notice boards.

Action on discovering a fire

- Raise the alarm by breaking the glass at call point
- Contact Tutor if in College/Supervisor to call Fire Brigade

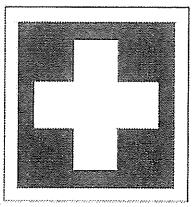
Action on hearing the alarm

- Evacuate the building to the assembly point (Nearest Exit)
- Leave belongings in the building
- Report to the fire marshal at assembly point
- Do not re-enter until told to do so by a fire marshal

Safety Signs



Prohibition
(You must not, do not, Stop)



Safe Condition
(Where to go in an emergency)



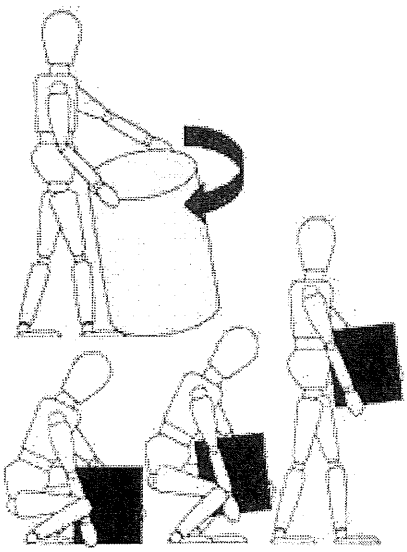
You must do
(Carry out the instruction on the sign)



Warning
(Caution, Risk of Danger/ Hazard

Manual handling

- Assess (How would you assess?)
- Plan (Where you'll grip, where it's going)
- Feet position close to the load
- Squat, back straight, knees bent
- Grab firmly where planned
- Stand up slowly using leg power with load close to body
- Do not twist body while carrying
- Put load down smoothly again using leg power.



First aid

First Aid/ First Aiders

- Location of the first aid room or first aid box is normally posted on Notice Boards and employees are usually shown at the workplace induction. Sometimes these First Aid Boxes will be kept in Vehicles

- Names and photos of qualified first aiders are usually displayed on notice boards.
- If not sure of above you must ask

Accident reporting

- All accidents must be reported to your supervisor or a first aider. Serious accidents need to be reported to your Training Advisor
- The accident no matter how small should be recorded on a company document
- Near misses **must** also be reported
- Note! Information entered on an accident book is covered by the DATA PROTECTION ACT.
- You must ask your Employer on the RIDDOR Reporting Requirements.

Keeping yourself safe at College

The college takes the health and safety of its learners, staff, visitors and environment very seriously. When you are in college you will be expected to play your part in keeping the college welcoming and safe for everyone.

The college will do its best to ensure that you can study in a healthy and safe environment. However **you** also have a responsibility to take reasonable care, not only for yourself but also for others whilst you are in college. This is not just a college rule; it is a legal requirement as stated in the *Health and Safety at Work Act 1974*. This means that you should not behave in a way that might put you or others at risk and that you should report anything you consider might be hazardous to others. Many courses will have a subject specific Health and Safety talk during tutorial and you will also hear more about how important this part of college life is during your Student Services Induction talk.

Health & safety in the college

Answer the following questions so that you can start to become aware of who can help you and where you can go to find help in the case of accidents and emergencies.

1. Where can you go to get the help of a First Aider in college?

2. Why Health and Safety in a college is important. Write down FOUR things relating to Health and Safety and the course that you are on:

   a)

   b)

   c)

   d)

3. The college has lots of courses that require learners to use protective clothing and equipment. Can you think of 2 courses that might mean you have to wear specialist clothing or use specialist equipment (you can look through the college prospectus on the internet to help you). Could you identify what protective clothing they need and explain why it is essential?

_____

_____

4. Can you think of a place you go on your course within College where you have to observe Health and Safety rules?

_____

_____

5. Write down what you think you should do if....

   a) Someone has spilled a cup of hot coffee on the stairs.

_____

_____

   b) You come across someone behaving violently towards another student.

_____

_____

   c) You are aware that someone in your group is being bullied.

_____

_____

   d) During the first few weeks of term you will probably take part in a fire evacuation exercise. Explain what you should do when the fire alarm sounds, starting from the room where you are at this moment.

_____

_____

_____



LEARNER VOICE – HAVING YOUR SAY
YOUR OPINIONS ARE IMPORTANT

Your view through learner voice

One of your rights at college is the right to be heard and to make suggestions as to how we can improve.

We want to give you as many opportunities as possible to "have your say" about your time in college.

The consortium will send out e mails to all learners during their time on programme via e mail to get your valued views about your training and programme

The sections below explain how you can let us know of any concerns you may have about the college.

Your views

IMPROVING COLLEGE SERVICES

- Your compliments, complaints and comments provide useful feedback and help us to improve what we do. We will log your communication to help us monitor our service.
- Compliments let us know when you are happy with a college service and tell us when something is working well. We can then share this good practice with other services. Comments provide ideas on how we can improve a service or save money.
- Complaints tell us when you are not happy with a service and this gives us the opportunity to put things right.

How to make a compliment, comment or complaint

• If the issue is of a minor nature, you may wish to address the member of staff or student concerned. Remember to be polite. Your training adviser/assessor can advise you how best to proceed.

• Alternatively, you can fill in the on-line form. This can be found on the internet site www.colegsirgar.ac.uk or the college intranet.

•You can also make a complaint, comment or compliment in person, in writing, over the telephone or by e-mail.

• If you can't do this yourself ask someone to do it for you, such as a relative or friend.

Who to contact

• If you want to make a compliment, comment or complaint, please contact Learner Support. You can reach them at:

Learner Support, Graig Campus, Sandy Road, Llanelli, SA15 4DN.
Tel: 01554 748112 Fax: 01554 748170
E-mail:feedback@colegsirgar.ac.uk

About complaints

• If you complain in person or over the telephone we will try to resolve the problem immediately.

Learner reps and learner panels

You will also have a chance to "have your say" through the election of a "learner rep" for each course who will attend Learner Panel meetings on each campus. The Learner Panels are meetings held between representatives of each course and college management and they are your chance to raise any issues. Reports from the meetings are taken to the Principal and Senior Management as well as to the Corporate Board.

Learners are also represented on the Corporate Board through the Learners Union – so you are able to "have your say" at the highest level.

Our target response times

• We will contact you within 5 working days of receiving your complaint. Our response will usually deal with the matter.
• If we need more time to investigate, we will explain why and aim to respond within 10 working days of receiving your complaint.
• If we need more information from you, we will then reply within 10 working days of receiving this.
• If we cannot respond within the time scales above, we will tell you the reason for the delay and when you can expect our response.

If you are not satisfied with our reply

• You can write to the Principal and ask for the matter to be investigated. (Graig Campus, Sandy Road, Llanelli. SA15 4DN)
• If you are still not satisfied you can write to the Chair of Directors. (Graig Campus, Sandy Road, Llanelli. SA15 4DN)
• If you feel that any concern raised has not been dealt with, once Coleg Sir Gâr' processes have been followed, you have the right to contact B-wbl Consortium for further assistance. Please contact the Consortium Manager on 01437 753177.

• In the unlikely event that the problem has still not been resolved to your satisfaction you can discuss the problem with DfES or contact the Welsh Government .

Activity

After reading the information on "Your Views" answer the following questions:

Who would you contact to make a complaint, comment or compliment?

What is the email address?

What is the usual timescale for responding to complaints?



YOUR WELLBEING

Your Well Being at Coleg Sir Gâr and Coleg Ceredigion

Coleg Sir Gâr and Coleg Ceredigion are committed to supporting the well being of its learners. People face problems throughout their life and coming to college and starting on a new programme of learning is no exception.

Everyone has problems to deal with at some time or another. Often a problem can be made easier or solved if you know where to go and who to ask for help.

During your time in Coleg Sir Gâr or Coleg Ceredigion you may need help with your learning or you may need help with personal problems that affect you in college.

The Learner Support team at the college are here to help and support you.

During the first few weeks of college you will have an opportunity to attend a Learner Support talk on your campus which will inform you about the help and support that is available at Coleg Sir Gâr and Coleg Ceredigion and on your campus.

This section of the induction booklet will help you find out about the different kinds of help available to you and how to use them.

It will also help you understand how important it is that you ask for help and that you use the help available, rather than struggle with any problems on your own.

Who can help with your learning and college work?

It is the job of some members of the Learner Support Team to help learners with their learning and college work. Some staff work with learners on a 1: 1 basis and others work in class with learners on a specific course. The support offered by the team is meant to help each student achieve the best that they are capable of.

Learning Support Lecturers

Learning Support Lecturers have the training, qualifications and experience to assess and support learners who have a Specific Learning Difficulty (SpLD) such as Dyslexia, Dyspraxia, or Aspergers Syndrome.

If you know that you have a Specific Learning Difficulty it is important that you tell your training adviser/assessor and arrange to see someone from the Learner Support team so that you can find out about the support available to you.

If you or your tutors think you may have a Specific Learning Difficulty, but are not sure, arrangements can be made for you see a Learning Support Lecturer who will help you find out what support you need so that you will be able to cope with your college work more easily.

Learning Support Lecturers help learners who have Specific Learning Difficulties by teaching them ways to cope with the things they may find difficult such as remembering things, being organised or spelling.

Learning Support Lecturers may also work with learners who do not have a Specific Learning Difficulty. They can help learners who need support with general study skills such as research methods, report writing and examination techniques.

If during your time at Coleg Sir Gâr or Coleg Ceredigion you feel that you are struggling with any aspect of your learning you should let your training adviser/assessor or Learning Support Lecturers on your campus know, and will be able to offer some support.

Learning Support Assistants (LSAs)

The job of a Learning Support Assistant (LSA) is to work in class with learners who have additional learning needs either because they have a learning difficulty or because they have a disability.

Some LSAs work in class to offer general support to a group of learners while other LSAs will work with a student on a 1:1 basis because that student needs additional support due to a particular need i.e. the student has a disability or specific learning difficulty.

What can an LSA do to help with your learning or college work?

An LSA can help learners

- Feel more confident about learning
- Be more organised
- Develop good research techniques
- Understand instructions
- Improve their spelling and grammar by proofreading work
- Become more independent in their learning

Your support needs

It is important that your training adviser/assessor, tutors and the Learner Support team know about your support needs.

In order to help us please answer the questions below.

Do not worry if you answer 'yes' to any of the questions. It means that your training adviser/assessor, tutor or a member of the Learner Support team will talk to you about your needs and the college will offer you the support you need so that you can get on with your studies without worrying.

	Yes	No
Did you have a statement of special education need at school?		
Have you ever had an assessment for dyslexia?		
Were you given any special arrangements (e.g. extra time) to complete exams?		
Did you have any kind of help due to a disability or learning difficulty at school?		
Did you have any extra equipment e.g. laptop / computer software because of an additional need at school?		
Do you have difficulty in moving around the college due to a disability?		
Do you have a physical disability or condition that you would like us to be aware of?		
Do you have any mental health difficulties you would like us to be aware of?		

College counsellor

The college provides a counselling service so that one-to-one support is available for learners who experience personal difficulties during their time here. In counselling, learners can talk in confidence to someone who is trained to listen and help them make sense of their particular situation.

If you make an appointment to see the college counsellor you can expect the following things:

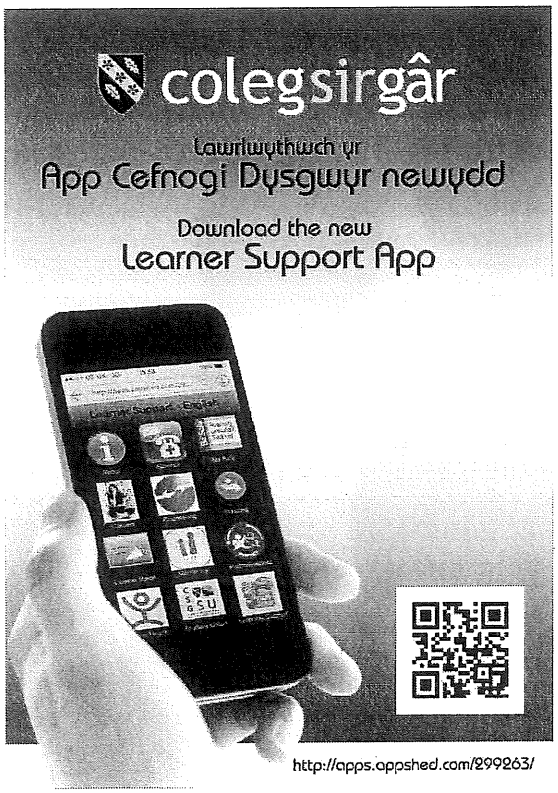
Confidentiality and support
To be listened to and not judged
Help to sort out your problems and find your own solutions
To go at your own pace
The chance to seek other help if you need it

1. What is the name of the college counsellor?

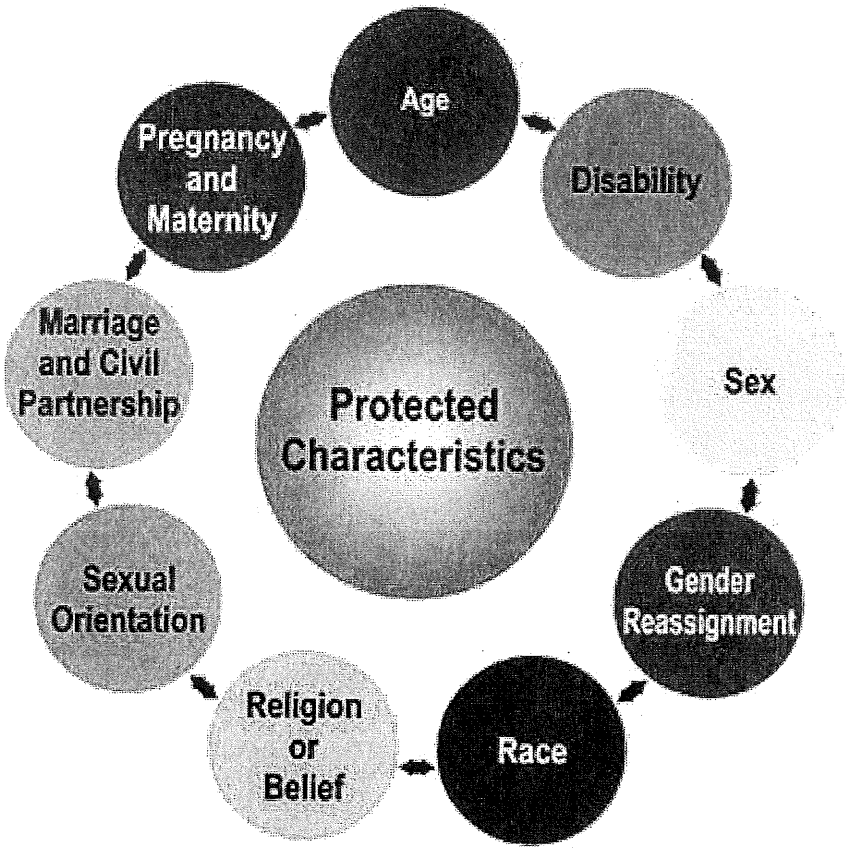
   _____

2. List two ways that you can you make an appointment to see the college counsellor.

   _____


colegsirgâr
Lawrlwythwch yr
App Cefnogi Dysgwyr newydd
Download the new
Learner Support App
http://apps.appshed.com/299263/

Respect, equality and diversity



Our Respect campaign is aimed at making the college a better place for everyone.

One of the aims of the campaign is to highlight our commitment to promoting greater **equality and diversity.**

Equality – is about making sure everyone is treated fairly and equally and that people are not treated less favourably because of their race, gender, disability, religion, sexual orientation, age, etc.

Diversity – is about accepting, respecting and valuing people's differences.

We promote greater equality and diversity because we believe that everyone has a part to play in college and the wider community and that we all have something to contribute.

We also all have a legal duty to make sure we do not discriminate. All documents within Coleg Sir Gâr and Coleg Ceredigion are produced Bi-Lingually.

Challenging perceptions

The demographics in Britain are rapidly changing. It has become a more racially and ethnically diverse society, with an increasing number of citizens over the age of 50, more women and racial minorities entering the labour market and changes to the traditional family structure.

Problems that should be tackled

- Homophobic, Racist and sexist language in the workplace
- Unprofessional behaviour in the workplace
- Harassment, discrimination and oppressive work environments
- Set ideas about what women and other disadvantaged groups can contribute in the workplace.

Key messages of equality

- Everyone has the right to be respected and listened to
- There are some groups of people, or individuals who tend not to be treated fairly
- How we express ourselves and carry out our business can sometimes offend others
- We all make assumptions which need to be looked at
- Discrimination can take many forms, and gave many targets
- Unfair discrimination is illegal.

If you want to tell us about any ideas or concerns you have relating to respect, equality and diversity you can email us at:

Respect@colegsirgar.ac.uk

You can also contact us using the Learner Voice systems that are described above.

We want a college that is free from all forms of bullying and discrimination:

Respect is...saying no to sexist and racist comments and actions

Respect is...saying no to all forms of homophobic bullying

Respect is...saying no to bullying and teasing of people with disabilities

Anti bullying policy

The college takes a very strong stand against any form of bullying and we have an Anti-Bullying Policy which is available on the intranet, college libraries or from Learner Support.

One of the most important messages in the Anti-Bullying policy is that if you feel you are being bullied **TELL SOMEONE**. This might be a tutor, your training advisor, your employer, friend or member of the Learner Support team

We also urge everyone to take responsibility for making sure that bullying is challenged. If you see bullying take place **TELL SOMEONE** – again you can tell a tutor, your training adviser/assessor, your employer or a member of the Learner Support team.

We all have the right to enjoy our time in college and to be safe. Bullying can destroy the lives of those affected and we all have a responsibility to tackle it.

Our bullying policy covers all sorts of bullying type behaviour – including name calling and teasing – and including "cyber bullying" where the bullying is carried out using texting, Facebook or any other technology.

ACTIVITY

Write down 3 reasons why you think bullying should be tackled in college:

1.

2.

3.

Equal opportunities

Equal Opportunities is about the elimination of unlawful and unfair discrimination against particular groups (eg people from ethnic minorities, people with disabilities, people with different religions, gay people and women).

Although it can be difficult it is important to stick up for your equal opportunities. Any kind of discrimination should not be tolerated and the more you speak out, the more the message will be heard.

The first step is to identify that you are being discriminated against and not try to make excuses for the behaviour.

Then you need to keep a record of what has been happening and take the appropriate action, either within your company or externally. Follow our checklist to help.

Are you Facing Discrimination?

Direct

Direct discrimination is the easiest form to detect. It is when a colleague or manager states, either to your face or in a job advert or written communication, you cannot do the job because of you gender, age, race, religion or disability.

Indirect

Indirect discrimination is a bit more subtle but just as damaging. If you are prevented from doing your job because the circumstances are made too difficult due to your gender, race, region, age or disability then you are facing indirect discrimination. Some people think they can get away with this and make excuses but it is just as serious.

If you feel that you are being discriminated against, tell your training adviser/assessor.

Safeguarding

Coleg Sir Gâr /Coleg Ceredigion wishes to ensure that all our learners have a safe and stimulating environment in which they can fulfil their potential and we wish to safeguard the welfare of our vulnerable adult learners.

If you have any concerns whether in college or work placement, please speak with your training adviser/assessor.

Cultural diversity

In recent years, much has been made of 'cultural diversity' in Britain. At both local and national levels of government, 'cultural diversity' has become a defining element of social inclusion and the means by which Britain declares itself to be tolerant multicultural society.

Cultural diversity can help to define groups of similar backgrounds or interests. An awareness of cultural diversity when dealing with human resource of a business enables the interaction to be positive for both parties and assists with recruitment, development and retention of staff as the population profile changes.

Sustainability and global citizenship at Coleg Sir Gâr and Coleg Ceredigion

What is sustainability?

Sustainability means living in a way that can be continued – a way that does not mess up the future.

At Coleg Sir Gâr and Coleg Ceredigion you will be asked to help keep your college sustainable by thinking about how you use things like paper and electricity and helping with recycling.

Some things that you can do when you are in college to help...

Switch off things that aren't being used
Computers are switched off automatically after a period of inactivity but it is even better to switch them off as soon as you have stopped using them. Printers go into *sleep mode* when not used but it is much better to switch them off at the end of the working session, especially on a Friday!

Think before you print
Do you really need to print at all? Have you spell-checked and used print-preview to avoid mistakes and the need to print your work out again? Make sure you check the amount of pages you are printing from the Internet as sometimes you think you are printing one page but it ends up being several pages long.

Recycle whenever possible
Computer rooms have plastic bags for paper recycling. You can ask for extra supplies of recycling bags from Reception desks at each site. The canteen areas will also provide recycle bins for empty plastic bottles – make sure that you are putting the right waste into the right bin! If you put non-recyclable waste going into recycling bins this mean the whole lot will be dumped in landfill so none of the waste will get recycled at all.

Global Citizenship

Everyone should be recognised as being a citizen, in a variety of senses from birth. Citizenship is about making informed choices and decisions, and about taking action, individually and as part of collective processes. Being a citizen is, therefore, closely bound up with multiple roles that individuals have in society – as producers or consumers of goods and services, as contributors to economic and cultural development.

Global citizenship means that we;

- Are aware of the wider world and have a sense of our role as a citizen of that world
- Respect and value diversity
- Understand how the world works economically, politically, socially, culturally, technologically and environmentally.
- Are aware of and will act against unfairness
- Participate in and contribute to the community at a range of levels from local to global
- Are willing to act to make the world a fairer and more sustainable place
- Take responsibility for our own actions.

What is Terrorism, Extremism and Radicalisation?

Terrorism has been defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Extremism is the vocal or active opposition to fundamental British Values, including democracy, the rule of Law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

What you should do if you suspect someone is being radicalised or is involved in Extremism?

Report it to someone, a manager at work, a tutor, training adviser/assessor, assessor, a parent or relative or even speak to your local police about your concerns.

Anti-Terrorist hotline – 0800 789 321

Forms of Abuse

Abuse can mean a lot of different things such as neglect, physical, emotional or sexual abuse. It is not always easy to know if you or someone you know is being abused, but the important thing to remember is that no-one has the right to hurt you or make you do anything that feels wrong.

- Neglect means not being looked after properly
- Physical abuse is when someone deliberately hurts or injures you
- Bullying
- Emotional abuse
- Sexual abuse

Cyber Bullying and being safe on line

Facebook, Twitter, Instagram and the internet are great ways to connect with your friends, family and learn new things. It is also important to stay safe and make sure you do not share things that could put you in danger. If you are worried about how much of your life is online you can take steps to be safer. Here are some top tips to keep you safe online, free from cyber bullying, online grooming and sexting:

- Be careful what you share online
- Think before you post
- Be careful who you chat to
- Never share or reveal your passwords

It is about tackling the threat of extremism by raising awareness. Prevent is part of the Government's counter terrorism strategy to safeguard people and communities from any threats.

Why now?

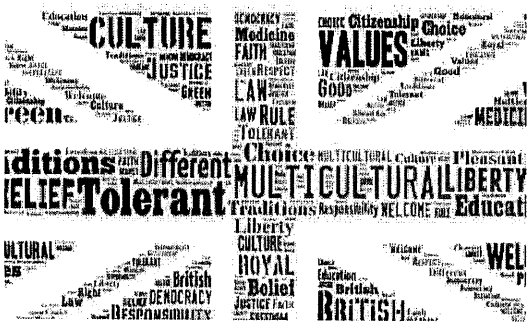
18% INCREASE IN TERROR RELATED ARRESTS SINCE 2016

500 ongoing investigations involving **3000** suspects

Why me?

Safeguarding is about keeping **everyone** safe. We have a responsibility and it is the law under the **Security and Counter Terrorism Act 2015.**

Prevent is about engaging in discussion and questioning about extremism and how we can help. **Safe spaces** enable everyone to take part and respect each other's views around race, religion, gender and sexual orientation.

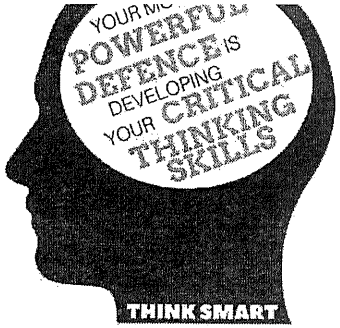


to know...

Radicalisation is the way in which extremists get others to join them.

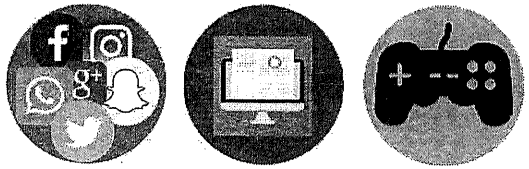
Extremism vocal or active opposition to our British Values.

Terrorism the unlawful use of violence and intimidation against civilians, in the pursuit of political aims.



Staying Cyber safe

Knowing how to stay safe online is vital. Radicalisation often takes place online



Social Media | Print / e-mag | Gaming



Questionstoask?

- **Who** wrote it?
- **Where** did it come from?
- Are there other views?
- Always asking **WHY**?

What you need to know..

- Think Who are you talking to
- Not to give personal information
- Protect your online reputation
- How and where to find help
- Not everything online is true

What are our British Values?

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance

Whatcanmake peoplevulnerable toradicalisation?

Anyone can be vulnerable at difficult times in their lives. People at risk can;

- have lack of knowledge
- have no one to listen
- have no sense of belonging
- a grievance
- peer pressure
- grooming
- suffered trauma
- feel isolated

BETWEEN MID-2015 AND FEBRUARY 2016, TWITTER HAD SUSPENDED OVER 125,000 ACCOUNTS GLOBALLY THAT WERE LINKED TO TERRORISTS

a terror incident occurred?



TERROR IN THE UK NOW

Extreme Islamist groups ISIS, Al Qaeda and other groups.

Extreme Far Right linked to nazi and neo nazi beliefs eg National Action, Britain First and includes racism, fascism, islamophobia and anti –Semitism

What is the difference between Islam and Islamist?

850+ British Citizens have travelled to Syria and Iraq to join ISIS and other groups. 400 Returned.

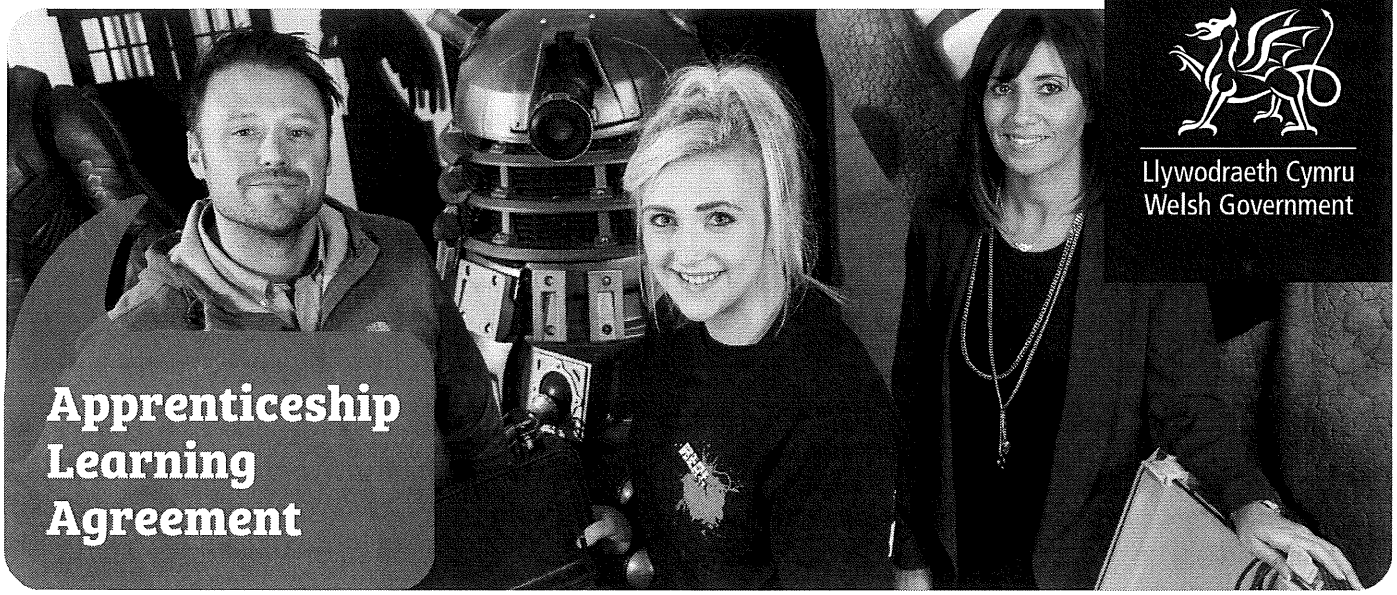
66% rise in the number of suspects arrested from Far Right groups.

What if I am worried?

Ifyouhearorseesomethingthatcouldbeterrorrelatedcall thepolicehotlineon0800789321.Ifitissomeoneinyour communitycallyourlocalforceon101.

Help at my training provider

Safeguarding/Prevent lead



To be completed by the provider

This agreement made on 10.9.18. (*date Apprenticeship commences*)
between Rhian Layton. (*the employer representative*)
of Bro Myrddin Housing Association (*the name of the company*)
at Plas Myrddin, Merlin Street, Carmarthen. SA31 1BH. (*the address of the company*)
and Lowri Ann Davies JZ 860187D. (*the apprentice and N.I number*) and
Coleg Sir Gar. (*the delivering provider*) and
B-Wbl (*the contracted provider*) to study
Applied Human Research (*specify skill, trade or occupation of the Apprenticeship*) following the
C.I.P.D 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: Rhian MLayton Date 10.9.18
The apprentice: LDavies Date 10.9.18.
The provider: A. Williams. Date 10.9.18.
The provider: _____ Date _____
(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.

The Provider/s agree/s to:

- Ensure all aspects of the programme are delivered in compliance with the framework requirements, the quality standards laid down by Estyn and all contractual, quality and financial requirements of the Welsh Government. This includes the qualifications and experience of those delivering the learning;
- Ensure that attention is paid to the integration of all aspects of the programme (NVQ/QCF Competence and Knowledge based qualifications, Essential Skills Wales and additional requirements) to ensure a development and coherent experience for an apprentice;
- Offer support, guidance and advice to the employer/apprentice and to keep both parties informed and involved in the progress review;
- Ensure that each apprentice has an individual learning plan, and that no change(s) to the individual learning plan, nor transfer of the apprentice to another provider, will take place without the prior consent of the apprentice.

The Welsh Government agrees to:

- Monitor the quality of the directly contracted provider's performance;
- Contribute such funding (including from the European Social Fund) to the directly contracted provider as the Welsh Government deems appropriate towards the cost and delivery of the framework;
- Promote all learning opportunities and programmes as non-discriminatory in respect of gender, race, religion, sexual orientation, age or disability (where disability is not a barrier to the training activity);
- Promote apprenticeships throughout Wales.

The Apprentice agrees to:

- Apply himself/herself to his/her learning and assessment by attending courses and other on or off the job learning events, being prepared for assessment, and actively participating in the planning and reviewing of their programme;
- Take responsibility for his/her own learning and development;
- Behave in a considerate and responsible manner, with due regard to his/her own and other's equality of opportunity and to the Health and Safety of others and self in his/her working and learning environment;
- Work for the employer to the best of his/her ability and in accordance with the employer's policies and procedures;
- Authorise his/her provider to apply for his/her apprentice completion certificate on his/her behalf;
- Any concerns the apprentice has about his/her learning should, in the first instance, be made to the provider delivering the apprenticeship. If resolution cannot be secured, concerns should then be referred to the provider contracted with the Welsh Government. In the rare event of a resolution still not being secured, the Welsh Government should be contacted.

The Employer agrees to:

- Actively promote the value of the apprenticeship within the organisation, and to ensure that oth staff are fully aware of the needs of the apprentice;
- Employ and, as a minimum, pay the apprentice in accordance with National Minimum Wage requirements. Tips, gratuities, service charges and cover charges do not count towards minimum wage pay;
- Ensure the apprentice has a contract of employment;
- Undertake legal and contractual responsibilities for the Health and Safety of the apprentice;
- Ensure conformity with equal opportunities legislation and good practice;
- Ensure that sufficient time and resources are made available for the apprentice to fulfil their learning and assessment needs including to ensure that the apprentice attends work and training for at least sixteen hours per week, unless authorised absence has been granted;
- Actively contribute to the regular review of the apprentice's progress;
- Any concerns the employer has about the learning, should, in the first instance, be made to the provider delivering the apprenticeship. If resolution cannot be secured, concerns should then be referred to the provider contracted with the Welsh Government. In the rare event of a resolution still not being secured, the Welsh Government should be contacted.

Prentisiaethau Apprenticeships

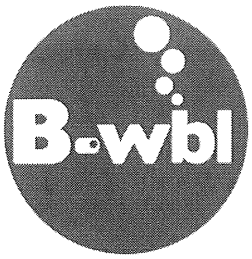
Cronfa Gymdeithasol Ewrop
European Social Fund

Apprenticeship Programmes in Wales are part-funded by the European Social Fund through the Welsh Government. 'Europe and Wales: Investing in your Future'.

OGL WG29581 © Crown Copyright 2016

PWE03

ECO-CODE FORM
Employer Copy





Guidance for Training Providers

Training providers are asked to provide the following information and advice/guidance to their employers. This can be undertaken using this form directly, or by building it into training providers' own documentation.

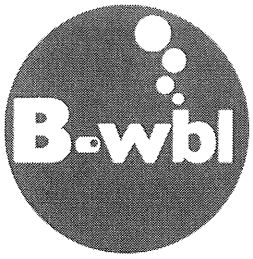
Guidance for Employers

1. As a Company / Business participating in WBL programmes operated by the Welsh Government (including those supported by the ESF) e.g. as an employer of apprentices or Jobs Growth Wales participants in Wales, or as a training placement provider, we want you to be aware of the ECOCODE Action Plan toolkit (shown below) and we want to encourage you to adopt it and use it in your corporate planning and operation.

2. As a Company / Business participating in WBL programmes operated by the Welsh Government (including those supported by the ESF) you are encouraged to use this Action Plan Toolkit to the extent that it can be adapted by your organisation, if you would find it useful in supporting the development of your company and its interface with environmental sustainability issues. You are therefore asked to consider adopting the attached ECOCODE Action Plan (below) to further support your existing actions in protecting the environment, as a means to document processes and corporate habits and policies you already undertake, and (using the template as a starting point and adding further details for actions you can take as a company – as relevant to your sort of enterprise or organisation).

3. Please be aware that it is a requirement of the WBL Agreement we hold with your training provider that they make you aware of the ECOCODE Action Plan Toolkit initiative. This will explain why they have brought it to your attention. They will be asked, as a routine part of their delivery of their Agreement with the Welsh Government, to provide evidence of how they have made you aware of ECOCODE. It is not a mandatory requirement that employers take up the use of the ECOCODE Action Plan but we may (as part of evaluation work) ask employers to confirm whether they did so or not (and please be assured that this will in no way affect your ability to continue to participate in WBL programmes).

ECO-CODE ACTION PLAN
Employer Copy





ECOCODE ACTION PLAN

Company (Employer) name	Bro Myrddin Housing Association

✓ I confirm that the following actions will be addressed by the above named company as part of our commitment to supporting environmental sustainability and protection. These actions will be taken into account during our operational year and will be reviewed at least annually as part of our corporate planning

Signature	Rhian Mlayton	**Position in company**	HR Manager
		Date	10.9.18.

Reduce, Reuse, Recycle	
Eco-code	We will reduce, repair, reuse and recycle potential waste wherever possible.
Actions	1. Purchase items with low / zero levels of packaging 2. Recycle all materials used, including paper, metals, glass and plastic 3. Compost appropriate perishable items
Transport	
Eco-code	We will try and encourage more environmentally friendly ways for you to travel when you come and see us! Likewise, organisation business will be conducted through the most environmentally sustainable mode of transport.
Actions	1. Reduce need for transport through the use of ICT 2. Utilise public transport wherever possible 3. Vehicle share wherever possible
Purchasing	
Eco-code	We will buy products and materials that do not harm the environment when they are made or used or disposed of.
Actions	1. Purchase re-used / recycled products wherever possible 2. Purchase from environmentally-sound supplier organisation
Water	
Eco-code	We will save water wherever possible.
Actions	1. Turn off taps whenever not in use 2. Install water conservation measures such as time limited taps and 'grey water' recycling systems
Energy	
Eco-code	We aim to lower energy consumption at the centre, and teach you about how to save energy.
Actions	1. Turn off all heating / lighting when not needed 2. Use heating controls to swiftly react to different daily heating needs 3. Install effective insulation, close all doors / windows in winter 4. Subscribe to a green energy company such as Good Energy that can source 100% green electricity
Biodiversity	
Eco-code	We will try and increase the biodiversity of the site and its surroundings.
Actions	1. Consult local wildlife groups on how to effectively encourage biodiversity and wildlife in your area
Raising Awareness	
Eco-code	We will tell all our visitors and the general public about how we are looking after our environment and hope they do the same at home!
Actions	1. Place prominent notices and posters around the organisation premises 2. Provide information on website and in literature

colegsirgâr

colegceredigion

B-wbl

Cronfa Gymdeithasol Ewrop
European Social Fund

CONTRACT BETWEEN PLACEMENT EMPLOYER AND B -WBL

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

Rhian Layton (Bro Myrddin Housing Ass) (Employer's Name)

in respect of work-based training for:

Lowri Ann Davies. (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 Gar 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 CeredigionTraining 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:

Rhian Mayt
PLACEMENT EMPLOYER

Date: 10.9.18.

A. Humphreys.
TRAINING ADVISER

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

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
19th September 2018	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
26th 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.
17th 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
14th November 2018	Understanding the Contemporary HR Function	5CMHR	BMPD5003	21/12/18	Slides and notes pages
12th December 2018	Understanding the Business Context of HR	5CBIC	BMPD5001	28/1/19	Written report, analysis notes
16th January 2019	AM: Understanding the Business Context of HR PM:Understanding Employment Law	 5CELW			
13th February 2019	Understanding Employment Law	5CELW	BMPD5004	11/3/19	Written answers to questions
6th March 2019	Understanding the Management of Employment Relations	5KCER	BMPD5008	29/4/19	Written answers to questions
3rd April 2019	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	10/6/19	Slides and notes pages
1st May 2019	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	1/7/19	Portfolio of Evidence
5th June 2019	Understanding Employee Engagement	5KEEG	BMPD5007	29/7/19	Briefing paper
3rd July 2019	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	18/9/19	Portfolio of Evidence
18th September 2019	Understanding the Management of Change	5KMOC	BMPD5010	4/11/19	Slides or screen shots with notes pages

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

Induction Questionnaire

Diploma in Applied Human Resources

September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	ONCE A MONTH (WEDNESDAY) PIBWRLWYD CAMPUS 09:30-16:30
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	September 2018 - ~~May 2020~~ July 2019
4.	What is Moodle?	RESOURCES FOR MODULES READING MATERIAL
5.	What is Eduroam?	WiFi
6.	What is Turnitin?	UPLOAD COMPLETED MODULES
7.	Do you know when you are required to hand in work?	YES
8.	What is the core text for this programme?	STUDYING HRMANAGEMENT HRMANAGEMENT - PPL & ORGANISATIONS
9.	Do you know how to access the library catalogue?	YES - QUICK LINKS
10.	Do you know who to go to if you have a question/concern about the course?	YES-
11.	What is the name of the Training Adviser?	ALISON WILLIAMS
12.	What is the name of the Course Lecturer?	JULIE THOMAS
13.	Will you be expected to complete work outside lessons?	YES
14.	Do you need to be a member of the CIPD?	YES - STUDENT MEMBER
15.	What support is available for study skills?	STUDENT SUPPORT
16.	Do you know where the fire-exits and first aid points are for the building?	YES .
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 YEARS
19.	Have you been given access to the student handbook and time-table?	YES .
20.	What academic level is this qualification?	LEVEL 5 DIPLOMA

Name: LOWRI DAVIES

Signed: LDavies

CIPD Membership Number (to be added when available):

Signature of Lecturer:

Date: 17/10/18 .

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:

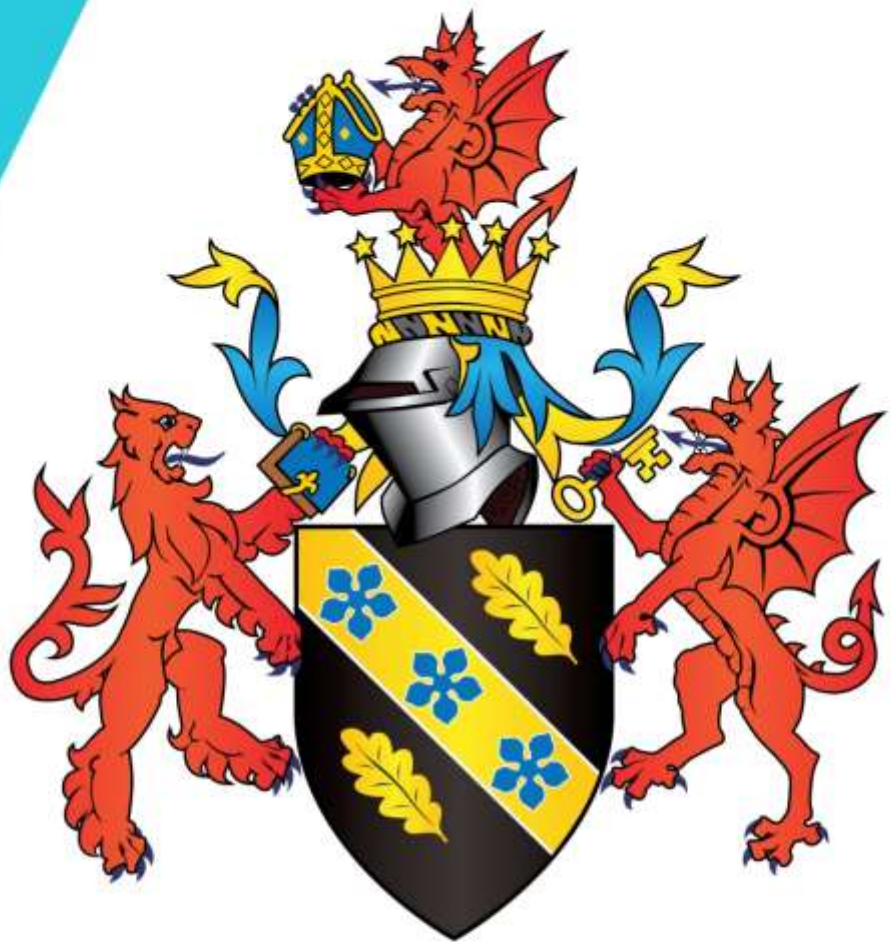
The above means that you will need to manage your learning as follows:

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

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 important 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

CIPD
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 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:

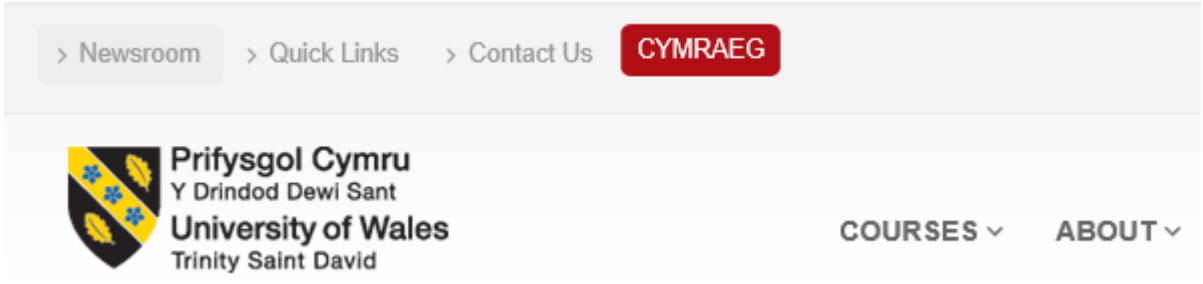
4.1 demonstrate and promote fair and reasonable standards in the treatment of people who are operating within their sphere of influence

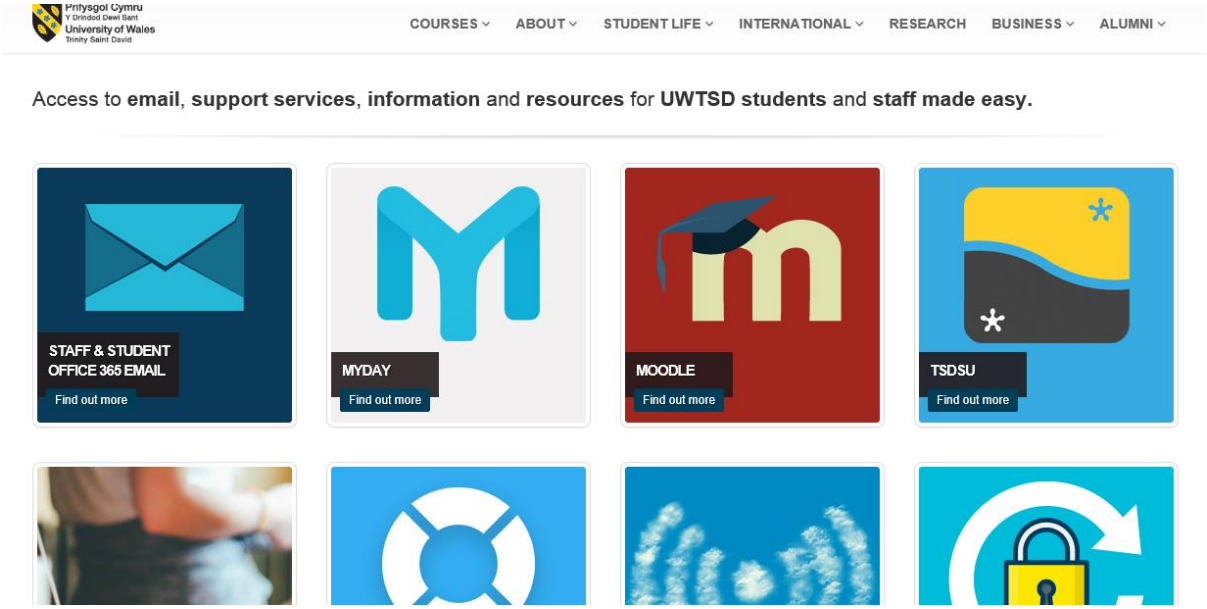
4.2 challenge others if they suspect unlawful or unethical conduct or behaviour, taking action as appropriate

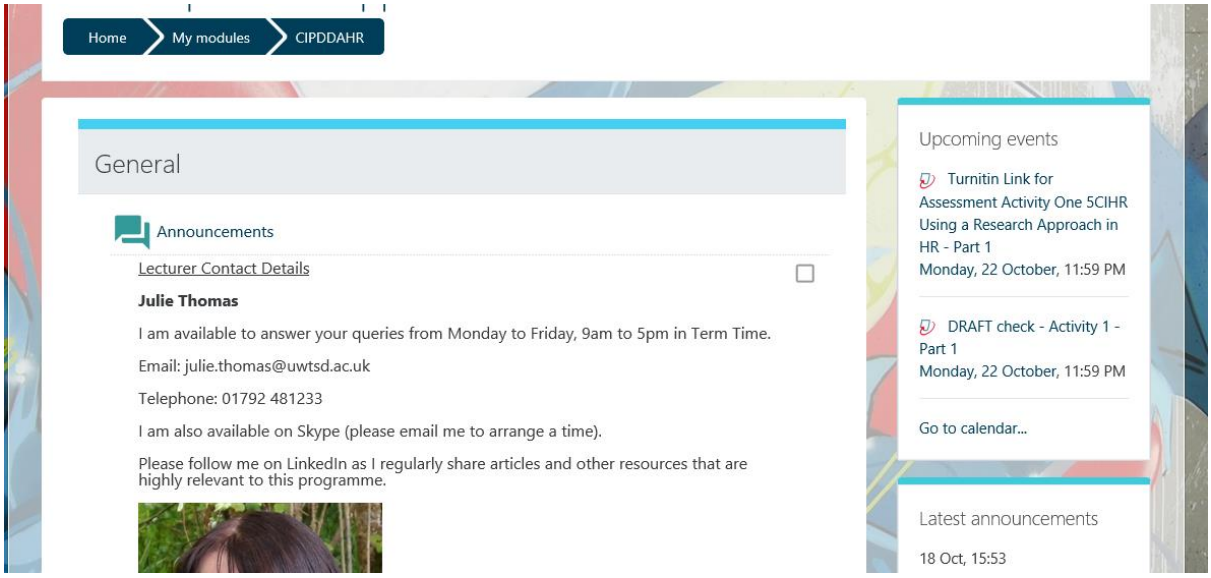
4.3 ensure that their professional judgement is not compromised nor could be perceived as being compromised because of bias, or the undue influence of others

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.


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Announcements
Lecturer Contact Details
Julie Thomas
I am available to answer your queries from Monday to Friday, 9am to 5pm in Term Time.
Email: julie.thomas@uwtsd.ac.uk
Telephone: 01792 481233
I am also available on Skype (please email me to arrange a time).
Please follow me on LinkedIn as I regularly share articles and other resources that are highly relevant to this programme.
Upcoming events
Turnitin Link for Assessment Activity One 5CIHR Using a Research Approach in HR - Part 1
Monday, 22 October, 11:59 PM
DRAFT check - Activity 1 - Part 1
Monday, 22 October, 11:59 PM
Go to calendar...
Latest announcements
18 Oct, 15:53


Example Title Page for Assessment Activities
Course Information
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David
Using a Research Approach i...
Research Methods In Human Resource Management
Developing Professional Pra...
Studying Human Resource Management
New Activity
Understanding the Contemp...
Human Resource Management at Work
Understanding the Business...
Human Resource Management in Context
Understanding Employment...
Employment Law
Understanding the Manage...
Managing Employment Relations
Understanding the Link bet...
ARMSTRONG ON REINVENTING PERFORMANCE MANAGEMENT
Contributing to Improving O...
ARMSTRONG'S HANDBOOK OF PERFORMANCE MANAGEMENT

Catalogue

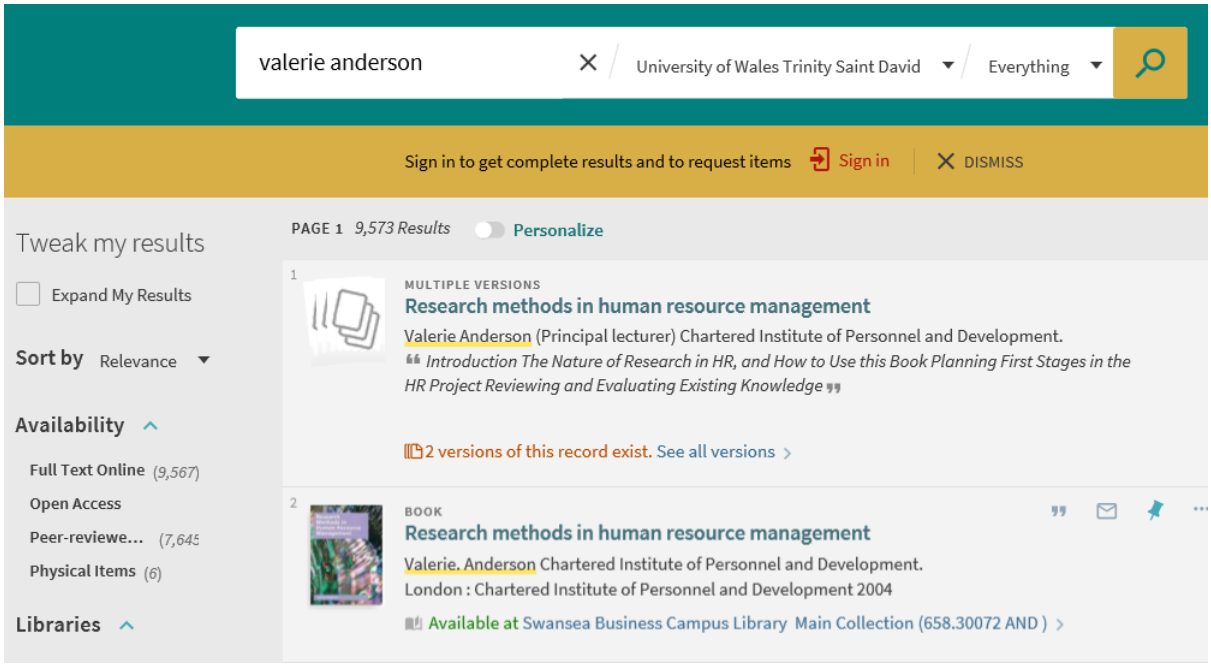
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Library account

When logging in, please use your University IT username (not email address) and p lower case.


valerie anderson
University of Wales Trinity Saint David
Everything
Sign in to get complete results and to request items
Sign in
DISMISS
Tweak my results
Expand My Results
Sort by Relevance
Availability
Full Text Online (9,567)
Open Access
Peer-reviewe... (7,645
Physical Items (6)
Libraries
PAGE 1 9,573 Results
Personalize
1
MULTIPLE VERSIONS
Research methods in human resource management
Valerie Anderson (Principal lecturer) Chartered Institute of Personnel and Development.
Introduction The Nature of Research in HR, and How to Use this Book Planning First Stages in the HR Project Reviewing and Evaluating Existing Knowledge
2 versions of this record exist. See all versions
2
BOOK
Research methods in human resource management
Valerie. Anderson Chartered Institute of Personnel and Development.
London : Chartered Institute of Personnel and Development 2004
Available at Swansea Business Campus Library Main Collection (658.30072 AND)

Agenda Item:	**138 BM 17**
Report Title:	**Dates of Future Board Meetings**

Meeting Date:	16 October 2017
Report Author:	Chief Executive
Department:	Chief Executive

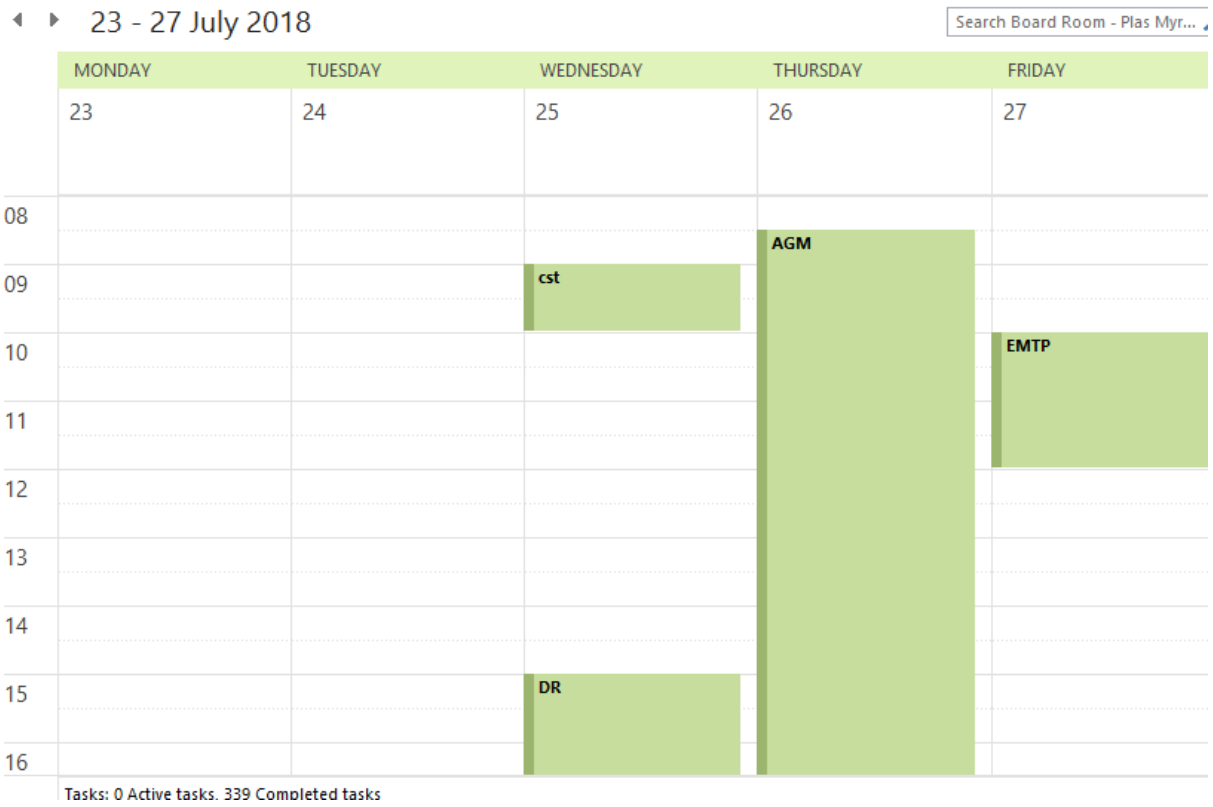
Report Purpose:	
▪ To Note	☑

Key Points:
To **Note** dates of Board Meetings for 2018.

Contents:
• Calendar of Board Meetings 2018

Calendar of Committee Meetings 2018

Date of Meeting	Time	Meeting
January 2018	TBC	BUSINESS PLANNING AWAY DAY
22 January 2018	17:00	BOARD OF MANAGEMENT
26 February 2018	17:00	PERFORMANCE, AUDIT & RISK COMMITTEE
19 March 2018	17:00	BOARD OF MANAGEMENT
21 May 2018	15:00	PERSONNEL & REMUNERATION COMMITTEE
21 May 2018	17:00	PERFORMANCE, AUDIT & RISK COMMITTEE
25 June 2018	17:00	BOARD OF MANAGEMENT
26 July 2018	11:00	AGM
22 August 2018 (Wed)	17:00	PERFORMANCE, AUDIT & RISK COMMITTEE
17 September 2018	17:00	BOARD OF MANAGEMENT
22 October 2018	17:00	BOARD OF MANAGEMENT
26 November 2018	15:00	PERSONNEL & REMUNERATION COMMITTEE
26 November 2018	17:00	PERFORMANCE, AUDIT & RISK COMMITTEE


23 - 27 July 2018
Search Board Room - Plas Myr...
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
23
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16
cst
AGM
EMTP
DR
Tasks: 0 Active tasks. 339 Completed tasks

CYMDEITHAS TAI Bro Myrddin HOUSING ASSOCIATION

EXECUTIVE MANAGEMENT TEAM MEETING

8 March 2018 at 13:30

A G E N D A

Agenda No.	Agenda Item	Responsible Officer
35 EMT 18	Regulation: a) Regulation Update b) Regulatory Judgement – Action Plan c) CHC Code of Governance	EMT DoCR
36 EMT 18	Board Assurance Framework	DoCR
37 EMT 18	GDPR: a) Update; b) Data Register (copy attached); c) Policies & Procedures	HPCS
38 EMT 18	Data Validation	DoCR
39 EMT 18	AGM: a) Annual Report b) Audited Accounts c) Meeting	HPCS DoCR DoCR
40 EMT 18	P&R Committee Reports: a) Simplyhealth; b) Cascade	DoCR
41 EMT 18	Estate Walkabouts (copy attached)	HoHS
42 EMT 18	RSL 01/17 Information Submission Timetable 2018-19 (copy attached)	EMT
43 EMT 18	June Board of Management Agenda (copy attached)	CEO
44 EMT 18	Equality & Diversity	DoCR
45 EMT 18	2018 Christmas	
46 EMT 18	Date of next meeting - TBC	

Executive Management Team Meeting held on 8 March 2018 at 13:30

Present: (CEO) (HPCS)
(HoHS) (DoCR)

M I N U T E S

Agenda No.	Agenda Item	Action
39 EMT 18	**AGM** **a)Annual Report (AR):** The HPCS reported that a draft copy of the AR had been sent to Arts Factory to prepare in order that proof can be received. Once received this would be circulated to EMT to review. **b)Annual Accounts (AA):** The DoCR will forward a draft set of the audited accounts to Arts Factory following the audit being completed by Bevan & Buckland. **c)Meeting:** It was noted that the Association's AGM would be held on Thursday, 26 July 2018 at 11:00 (in the board room). The meeting would be for Shareholders only.	HPCS DoCR

Corporate Resources

Department Meeting

21/03/18

09:00, First Floor

Agenda

1. Welcome and Apologies
2. Minutes of the previous meeting
3. Matters arising
4. Standing Items
    a. BMHA-wide updates
    b. Operational Plan
    c. Risk
    d. Health & Safety
    e. Complaints & Compliments
    f. Equality & Diversity
5. AOB
    a) 2018 AGM

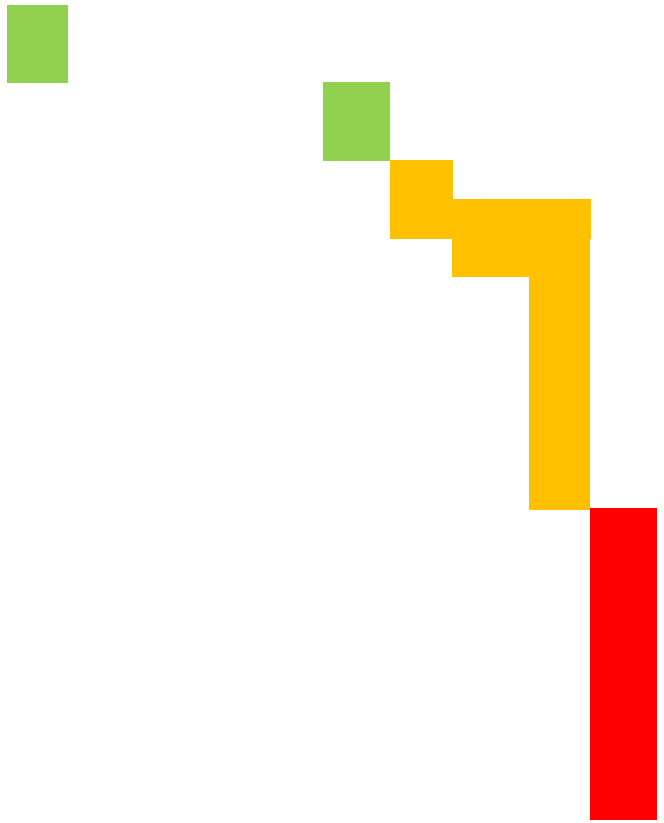
Present: MA, RL, LD, JF, MD, HW & RD

Ref	Action / Note	Resp.
5.	**AOB** MA reminded CRD staff on a monthly basis to send any 'You Said We Did' stories to LD. **2018 AGM** All staff were informed that the Association's AGM would be held in the Boardroom on 26 July 2018 at 11:00. The event would be for shareholders only but all staff were welcome to attend. **Training:** RL reminded everyone of the H&S training scheduled on 21 March 2018. Lunch will be provided by the Association and it is anticipated that a reservation would be made at Pizza Express. LD will notify staff accordingly. **Staffing Update:** Impatient Management had been appointed as the Association's Interim CEO as from 1 March 2018 to cover the absence of the CEO.	**ALL** **LD**
6.		

	Rhodri Jones, Director of Corporate Resources will commence his employment with the Association on 3 April 2018. **Next meeting:** 09:00, 21/03/18.	

2017/18

No.	Annual General Meeting 2018
	Review stakeholders list
1	Agree calendar of events with Board of Management
2	Room availability
3	Agreed by EMT
4	Advise Staff through Team Briefing
5	Arranging caterers
6	Prepare Annual Report
7	Prepare Annual Accounts
8	Contacting Board Members to confirm relection to Board
9	Resignation of Board Members
10	Preparing agenda and agreeing with CEO/Chair
11	Preparing support documents for stakeholders
12	Receive hard copies of Annual Accounts
13	Send agenda and supporting documents to stakeholders
14	Receive attendance responses
15	Receive response to Proxy Forms
16	Confirming with CEO/Chair/Caterers attendance
17	Reminder email to all staff
18	Receive hard copies of Annual Report
19	Prepare the boardroom
20	Receive food from caterers



Lowri Davies

From: Lowri Davies
Sent: 11 July 2018 14:46
To: [redacted]
Subject: FW: [redacted] Menu
Attachments: parod outside catering menu.pdf

Follow Up Flag: Follow up
Flag Status: Completed

Hi [redacted]
Thank you for your email.

Are we able to go ahead with option Option 1 (Lunch time) for £5.75pp? It would be great if we could have a vegetarian option with the sandwiches, and we wouldn't need the variety of soft drinks.
It would be for 25 people on Thursday, 26 July 2018. The event starts at 11:00 but we open from 08:30 that morning so you're more than welcome to drop everything off first thing.
We are behind the Vue cinema in town, our address is;
Plas Myrddin
Merlin Street
Carmarthen
SA31 1RU.
Are you happy for us to pay for the above through invoice?
Diolch
Lowri

From: [redacted]
Sent: 10 July 2018 15:22
To: Lowri Davies
Subject: Pethau Parod Menu
Hello Lowri,
Following our telephone conversation, here is a menu for you.
if i can help any further please get in touch
Kind regards
Diolch
[redacted]

Thomas/Kilman Conflict Mode Instrument

HOW DO I MANAGE DIFFERENCES?

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

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

1. (A) There are times when I let others take responsibility for solving the problem.
   (B) Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. (A) I try to find a compromise solution.
   (B) I attempt to deal with all of his and my concerns.

3. (A) I am usually firm in pursuing my goals.
   (B) I might try to soothe the other's feelings and preserve our relationship.

4. (A) I try to find a compromise solution.
   (B) I sometimes sacrifice my own wishes for the wishes of the other person.

5. (A) I consistently seek the other's help in working out a solution.
   (B) I try to do what is necessary to avoid useless tensions.

6. (A) I try to avoid creating unpleasantness for myself.
   (B) I try to win my position.

7. (A) I try to postpone the issue until I have had some time to think it over.
   (B) I give up some points in exchange for others.

8. (A) I am usually firm in pursuing my goals.
   (B) I attempt to get all concerns and issues immediately out in the open.

9. (A) I feel that the differences are not always worth worrying about.
   (B) I make some effort to get my way.

10. (A) I am firm in pursuing my goals.
    (B) I try to find a compromise solution.

11. (A) I attempt to get all concerns and issues immediately out in the open.
    (B) I might try to soothe the other's feelings and preserve our relationship.

12. (A) I sometimes avoid taking positions which could create controversy.
    (B) I will let him have some of his positions if he lets me have some of mine.

13. (A) I propose a middle ground.
    (B) I press to get my points made.

Source: Kenneth Thomas & Ralph Kilman (1976).

14. A I tell him my ideas and ask him for his.
    B I try to show him the logic and benefits of my position.

15. A I might try and soothe the other's feelings and preserve our relationship.
    B I try to do what is necessary to avoid tensions.

16. A I try not to hurt the other's feelings.
    B I try to convince the other person of the merits of my position.

17. A I am usually firm in pursuing my goals.
    B I try to do what is necessary to avoid useless tensions.

18. A If it makes the other person happy, I might let him maintain his views.
    B I will let him have some of his positions if he lets me have some of mine.

19 A I attempt to get all concerns and issues immediately out in the open.
    B I try to postpone the issue until I have had time to think it over.

20. A I attempt to immediately work through our differences.
    B I try to find a fair combination of gains and losses for both of us.

21. A In approaching negotiations, I try to be considerate of the other person's wishes.
    B I always lean toward a direct discussion of the problem.

22. A I try to find a position that is intermediate between his and mine.
    B I assert my wishes.

23. A I am very often concerned with satisfying all our wishes.
    B There are times when I let others take responsibility for solving the problem.

24. A If the other's position seems very important to him, I would try to meet his wishes.
    B I try to get him to settle for a compromise solution.

25. A I try to show him the logic and benefits of my position.
    B In approaching negotiations, I try to be considerate of the other person's wishes.

26. A I propose a middle ground.
    B I am nearly always concerned with satisfying all our wishes.

27. A I sometimes avoid taking positions which could create controversy.
    B If it makes the other person happy, I might let him maintain his views.

28. A I am usually firm in pursuing my goals.
    B I usually seek the other's help in working out a solution.

29. A I propose a middle ground.
    B I feel that the differences are not always worth worrying about.

30. A I try not to hurt the other's feelings.
    B I always share the problem with the other person so that we can work it out.

Source: Kenneth Thomas & Ralph Kilman (1976).

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. You 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 1	Cooperating 7	Compromising 8	Avoiding 6	Accommodating 8

Source: Kenneth Thomas & Ralph Kilman (1976).

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

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

FOLLOW-UP

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

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

A. Competing

Uses:

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

If you scored High:

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

If you scored Low:

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

B. Cooperating

Uses:

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

If you scored High:

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

If you scored Low:

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

C. Compromising

Uses:

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

If you scored High:

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

If you scored Low:

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

D. Avoiding

Uses:

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

If you scored High:

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

If you scored Low:

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

E. Accommodating

Uses:

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

If you scored High:

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

If you scored Low:

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

	A	B	C	D	E	F	G	H
1	**Share No.**	**Shareholder**	**Add1**	**Add2**	**Add3**	**Postcode**	**Preferred method**	**Notes**
2	004	Shareholder 1	Address 1	Address 2	Address 3	SA12 123	Paper	
3	005	Shareholder 2	Address 1	Address 2	Address 3	SA12 123	Paper	
4	011	Shareholder 3	Address 1	Address 2	Address 3	SA12 123	Paper	
5	014	Shareholder 4	Address 1	Address 2	Address 3	SA12 123	Paper	
6	028	Shareholder 5	Address 1	Address 2	Address 3	SA12 123	Paper	
7	030	Shareholder 6	Address 1	Address 2	Address 3	SA12 123	Paper	
8	031	Shareholder 7	Address 1	Address 2	Address 3	SA12 123	Paper	
9	038	Shareholder 8	Address 1	Address 2	Address 3	SA12 123	Electronic	Contact via email. Away for summer.
10	044	Shareholder 9	Address 1	Address 2	Address 3	SA12 123	Paper	New address (no longer resident)
11	050	Shareholder 10	Address 1	Address 2	Address 3	SA12 123	Paper	
12	078	Shareholder 11	Address 1	Address 2	Address 3	SA12 123	Paper	
13	082	Shareholder 12	Address 1	Address 2	Address 3	SA12 123	Paper	
14	083	Shareholder 13	Address 1	Address 2	Address 3	SA12 123	Paper	
15	089	Shareholder 14	Address 1	Address 2	Address 3	SA12 123	Paper	
16	090	Shareholder 15	Address 1	Address 2	Address 3	SA12 123	Paper	
17	093	Shareholder 16	Address 1	Address 2	Address 3	SA12 123	Paper	
18	094	Shareholder 17	Address 1	Address 2	Address 3	SA12 123	Paper	
19	096	Shareholder 18	Address 1	Address 2	Address 3	SA12 123	Paper	
20	097	Shareholder 19	Address 1	Address 2	Address 3	SA12 123	Paper	
21	099	Shareholder 20	Address 1	Address 2	Address 3	SA12 123	Paper	
22	104	Shareholder 21	Address 1	Address 2	Address 3	SA12 123	Paper	
23	107	Shareholder 22	Address 1	Address 2	Address 3	SA12 123	Paper	
24	108	Shareholder 23	Address 1	Address 2	Address 3	SA12 123	Paper	
25	109	Shareholder 24	Address 1	Address 2	Address 3	SA12 123	Paper	
26	110	Shareholder 25	Address 1	Address 2	Address 3	SA12 123	Paper	
27	115	Shareholder 26	Address 1	Address 2	Address 3	SA12 123	Paper	
28	116	Shareholder 27	Address 1	Address 2	Address 3	SA12 123	Paper	
29	117	Shareholder 28	Address 1	Address 2	Address 3	SA12 123	Paper	
30	118	Shareholder 29	Address 1	Address 2	Address 3	SA12 123	Paper	
31	120	Shareholder 30	Address 1	Address 2	Address 3	SA12 123	Electronic	
32	121	Shareholder 31	Address 1	Address 2	Address 3	SA12 123	Paper	
33	122	Shareholder 32	Address 1	Address 2	Address 3	SA12 123	Paper	
34	123	Shareholder 33	Address 1	Address 2	Address 3	SA12 123	Paper	
35	124	Shareholder 34	Address 1	Address 2	Address 3	SA12 123	Paper	
36	125	Shareholder 35	Address 1	Address 2	Address 3	SA12 123	Electronic	
37	126	Shareholder 36	Address 1	Address 2	Address 3	SA12 123	Paper	
38	127	Shareholder 37	Address 1	Address 2	Address 3	SA12 123	Electronic	
39	128	Shareholder 38	Address 1	Address 2	Address 3	SA12 123	Electronic	
40	129	Shareholder 39	Address 1	Address 2	Address 3	SA12 123	Paper - large print	
41	130	Shareholder 40	Address 1	Address 2	Address 3	SA12 123	Paper	
42	131	Shareholder 41	Address 1	Address 2	Address 3	SA12 123	paper	

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NOMINATION FORM

ELECTION TO THE BOARD OF MANAGEMENT

Name and Address of Person Nominated:

[redacted]

Proposed by (Name of Member): [redacted]

Address: [redacted]

I, the person nominated above declare my willingness to be so nominated and in the event of my election I would, to the best of my ability, take a full part in the activities of the Board of Management and of Bro Myrddin Housing Association.

Signed..... Date...29th June...2018.....

This nomination must be returned to the Company Secretary, Bro Myrddin Housing Association, Plas Myrddin, Merlin Street, Carmarthen SA31 1RU by **Wednesday, 4 July 2018.**

Mae Bro Myrddin yn Gymdeithas Elusennol
Cofrestrwyd o dan Ddeddf Cymdeithasau
Cydweithredol a Budd Cymunedol 2014 (23055R)
a gyda Llywodraeth Cymru (L069)

Cymdeithas Tai - Bro Myrddin - Housing Association

Bro Myrddin is a Charitable Association
Registered under the Co-operative and
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HOUSING ASSOCIATION

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www.bromyrddin.co.uk

NOMINATION FORM

ELECTION TO THE BOARD OF MANAGEMENT

Name and Address of Person Nominated:

[redacted]

Proposed by (Name of Member): [redacted]

Address: [redacted]

I, the person nominated above declare my willingness to be so nominated and in the event of my election I would, to the best of my ability, take a full part in the activities of the Board of Management and of Bro Myrddin Housing Association.

Signed..... Date....4./7./18.....

This nomination must be returned to the Company Secretary, Bro Myrddin Housing Association, Plas Myrddin, Merlin Street, Carmarthen SA31 1RU by **Wednesday, 4 July 2018.**

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THE ANNUAL GENERAL MEETING OF THE ASSOCIATION TO BE HELD AT THE ASSOCIATION'S OFFICES, PLAS MYRDDIN, MERLIN STREET, CARMARTHEN ON THURSDAY, 26 JULY 2018 TO COMMENCE AT 11:00

A G E N D A

1. (a) Welcome from the Chair

   (b) Apologies

2. (a) To confirm the Minutes of the last Annual General Meeting held on Thursday, 20 July 2017

   (b) Matters Arising

3. Presentation and adoption of Annual Report 2017-2018

4. To **Approve** the Audited Accounts for 2017-2018 (attached)

5. To **Approve** re-appointment of B&B as the Association's Auditors for the forthcoming year 2018-2019

6. At every Annual General Meeting not less than one third of the Board Members shall retire from office, of the following who are retiring two are seeking re-election:-

   Mrs J **(re-election)**
   Mrs N **(re-election)**

   (a) To **Approve** re-election of **Mrs J** and **Mrs** to the Board of Management

7. Close of Meeting.

MEMBERS ARE REMINDED THAT IT IS THEIR INDIVIDUAL RESPONSIBILITY TO DECLARE ANY POSSIBLE CONFLICT OF INTEREST BEFORE DISCUSSION OF THAT AGENDA ITEM COMMENCES. FURTHERMORE, DETAILS DISCUSSED AT A MEETING MUST REMAIN STRICTLY CONFIDENTIAL.

Hilary Jones, Company Secretary

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CYFARFOD CYFFREDINOL BLYNYDDOL Y GYMDEITHAS I'W GYNNAL YN SWYDDFA'R GYMDEITHAS, PLAS MYRDDIN, HEOL MYRDDIN, CAERFYRDDIN AR DDYDD IAU, 26 GORFFENNAF 2018 I DDECHRAU AM 11:00

A G E N D A

1. (a) Croeso gan y Cadeirydd

   (b) Ymddiheuriadau

2. (a) Cadarnhau Cofnodion y Cyfarfod Cyffredinol Blynyddol diwethaf a gynhaliwyd ar Ddydd Iau, 20 Gorffennaf 2017

   (b) Materion yn Codi

3. Cyflwyno a mabwysiadu Adroddiad Blynyddol 2017/18

4. Cymeradwyo'r Cyfrifon Archwiliedig ar gyfer 2017/18 (atodiad)

5. Cymeradwyo ailbenodi B&B yn Archwilwyr i'r Gymdeithas ar gyfer y flwyddyn sydd i ddod, 2018/19

6. Mae'n ofynnol bod o leiaf un rhan o dair o Aelodau'r Bwrdd yn ymddeol o'u swydd ym mhob Cyfarfod Cyffredinol Blynyddol. O'r rhai canlynol sydd yn ymddeol eleni, mae dau yn dymuno cael eu hail-ethol:-

   Mrs J **(ail-ethol)**
   Mrs N **(ail-ethol)**

   (a) Cymeradwyo ailethol **Mrs J a Mrs N** i'r Bwrdd Rheoli.

7. Diwedd y cyfarfod.

CAIFF AELODAU EU HATGOFFA MAI EU CYFRIFOLDEB UNIGOL NHW YW DATGAN UNRHYW WRTHDARO BUDDIANNAU POSIBL CYN DECHRAU TRAFOD YR EITEM AGENDA HONNO. YN OGYSTAL, RHAID I FANYLION A DRAFODIR MEWN CYFARFOD AROS YN GWBL GYFRINACHOL.



Hilary Jones, Ysgrifennydd y Cwmni

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9 July 2018

Dear Shareholder

The Chair of the Association, Ms Lesley Penn, has great pleasure in inviting you to the Annual General Meeting to be held on **Thursday, 26 July 2018** at the **Association's Offices, Plas Myrddin, Merlin Street, Carmarthen SA31 1RU** commencing at **11:00.**

However, should you be unable to attend the meeting a proxy can be appointed to vote on your behalf and the Association has enclosed a Proxy Voting Form should you wish to do so. The Form must be signed by you and must reach the Association's offices at least two days before the date of the meeting at which the proxy is authorised to vote. Any question as to the validity of the proxy shall be determined by the Chair of the meeting whose decision shall be final. A prepaid envelope is enclosed for your convenience.

A copy of the Association's Annual Accounts is enclosed.

Light refreshments will follow the meeting and in order that the necessary arrangements can be made, I would be grateful if you would complete the attached proforma and return it to these offices, in the pre-paid envelope provided, by **Thursday, 19 July 2018**.

The Association's Annual Report will be available at the meeting however, should you be unable to attend please contact the office in order that we may send you a copy upon request.
Please note that there is limited parking available at the offices therefore please advise us in advance if you have special requirements, e.g. access to the building, in order that we can reserve a parking space accordingly.

The nearest car park to our offices is St.Catherine's Walk and is only a short walking distance to our offices.

Mae Bro Myrddin yn Gymdeithas Elusennol
Cofrestwyd o dan Ddeddf Cymdeithasau
Diwydiannol a Darbodus 1965 (23055R)
a gyda Llywodraeth Cymru (L069)

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Yours sincerely,

Company Secretary

Encs

Mae Bro Myrddin yn Gymdeithas Elusennol
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From: **Mr P** **(110)**
(Shareholder)

Address:

Please ✓ the appropriate box:

☐ **I will be attending the Association's A.G.M. on 26 July 2018**

☐ **I will not be attending the Association's A.G.M. on 26 July 2018**

Please reply by Thursday, 19 July 2018

Mae Bro Myrddin yn Gymdeithas Elusennol
Cofrestwyd o dan Ddeddf Cymdeithasau
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THE ANNUAL GENERAL MEETING OF THE ASSOCIATION HELD AT THE ASSOCIATION'S OFFICES, PLAS MYRDDIN, MERLIN STREET, CARMARTHEN, ON THURSDAY, 20 JULY 2017 AT 14:30

PRESENT:

Chair	Mrs J
Shareholders	(List of shareholders)
Officers	(list of attendees)
Accountants	B&B

M I N U T E S

1. (a) The Chair extended a very warm welcome to all those present at the Association's Annual General Meeting.

The Chair welcomed Mr D to the meeting. Mr D was the Association's Chief Executive and Company Secretary during 1982 -1991. The Chair also welcomed Mr G former Chair of the Board and thanked him for his valuable contribution to the organisation.

1. (b) The Secretary confirmed that 18 apologies had been received from Shareholders.

2. (a) **To confirm the Minutes of the last Annual General Meeting held on Tuesday, 26th July 2016**

The minutes of the Annual General Meeting held on Tuesday, 26th July 2016 were received and confirmed as a true and correct record of the meeting, proposed by Mr D and seconded by Ms L.

The resolution was carried unanimously.

(b) **Matters Arising**

There were no matters arising.

3. (a) **Presentation and adoption of Annual Report 2016-2017**

The Chairgreeted shareholders to the Association's 37th Annual General Meeting and gave a brief overview of the Association's activities and performance for the year to 31 March 2017.

The Chair thanked the Chief Executive and Executive Management Team for their hard work and support during the last year.

The Chair summarised the key points of the annual report and was pleased to report on the development schemes of 28 new flats at Pentrefelin Street and 4 new houses in Cae Bryn Drain. The Chair thanked pupils of Ysgol y Dderwen, Carmarthen for their contribution of naming the development scheme at Pentrefelin Street 'Maes y Ffair'.

The Association is also delighted with their recent planning application at Priory Street, Carmarthen whereby the Association will be developing 27 x 1 bedroom flats and 10 x 2 bedroom houses. It is anticipated that the Contractor will commence the scheme during the year.

We are pleased to communicate that a recent Welsh Government Housing Regulation reported that the Association appropriately identified and manages new and merging risks to its governance and services, as well as meeting the financial viability requirements.

The Chair thanked the staff for their dedication and hard work throughout the year; it is their assistance that we are able to ensure the Association consistently achieves its goals and objectives.

The Chair congratulated Staff Members who had achieved various qualifications during the year within their area of work and encouraged them to continue with their learning and development.

The Chair extended personal thanks to Members of the Residents' Forum and Scrutiny; and also to Residents who supports the organisation in so many different ways. It is their continued support that helps us to improve our services and to ultimately meet the needs of our residents.

The Chair thanked the residents who were willingly able to assist the Association with the production of this year's Annual Report.

The Chair also extended personal thanks to Members of the Board of Management for their commitment, leadership and direction during the last year.

The Association's Annual Report for the year ended 31 March 2017 was approved Mr S Oksien and seconded by Mr B Jenkins.

The resolution was carried unanimously.

4. **To Approve Audited Accounts for 2016-2017**

The Annual Accounts for the year ended 31 March 2017 were presented by B&B. B&B confirmed that the accounts had been scrutinised and approved by the Association's Board of Management on 19 June 2017.

B&B, Auditors to the Association, confirmed that the Finance Statement gave a true and fair view of the state of the Association's affairs, when he presented the accounts for the year ended 31 March 2017, copies of which had been previously circulated to all shareholders.

Bro Myrddin's current financial position and reported that the surplus for the year was £643,035.

The Balance Sheet showed an increase in fixed assets, which now stood at £43.370m and reserves stood at £7.216m.

The Association's audited accounts were approved by Mr S and seconded by Mr R.

The resolution was carried unanimously.

The Chair reported that 9 votes had been received from Shareholders in favour of the above proposal.

5. **To Approve the re-appointment of Bevan & Buckland as Auditors for the forthcoming year 2017-2018**

The Chair proposed re-appointment of B&B as Auditors to the Association for the forthcoming year 2017-2018. The proposal was approved by Mrs A and seconded by Mrs I .

The resolution was carried unanimously.

The Chair reported that 9 votes had been received from Shareholders in favour of the above proposal.

6. The Chair confirmed that at every Annual General Meeting not less than one third of the Board Members shall retire from office.

(a) **Re-Election of Board Members**

The following members have expressed a wish to be nominated and re-elected:

Ms L
Mr A

The above proposal was approved by Mr G and seconded by Mr S .

The resolution was carried unanimously.

The Chair reported that 9 votes had been received from Shareholders in favour of the above proposal.

(b) **Election of Members**

The following members have expressed a wish to be elected to the Board of Management:

Mrs A
Mr S
Mr P

The above proposal was approved by Ms L and seconded by Mr S.

The resolution was carried unanimously.

The Chair reported that 9 votes had been received from Shareholders in favour of the above proposal.

7. **Close of Meeting**

There was no further formal business and the Chair declared the meeting closed.

BRO MYRDDIN HOUSING ASSOCIATION LTD.

ANNUAL GENERAL MEETING 2018

PROXY FORM

Name: **Share no: 032**

I, the undersigned, being a shareholder of Bro Myrddin Housing Association Limited, hereby appoint the following person as my proxy to vote for me and on my behalf at the Association's Annual General Meeting to be held on Thursday, 26 July 2018.

I wish to appoint the Chair of the Association to vote on my behalf at the meeting ☐

If you do not wish the Chair to be appointed to vote on your behalf please indicate below the Shareholder you wish to nominate to vote on your behalf at the meeting.

Full name of nominated proxy (shareholder)...…….

Of (his/her address)…….

The proxy you appoint must be a Shareholder of Bro Myrddin Housing Association Limited

Please indicate with an X how you wish your vote to be cast

	RESOLUTION	For	Against
1.	To approve the Audited Accounts for 2017/2018	☐	☐
2.	To appoint B&B as auditors to the Association for year 2018/2019	☐	☐
3.	To re-elect the following Board Members:		
	○ Mrs J	☐	☐
	○ Mrs N	☐	☐

THIS FORM MUST BE SIGNED AND DATED

Signed: **Dated:**

Should you wish the proxy to abstain on a particular resolution, please write 'Abstain' across both boxes alongside the resolution. The person appointed proxy will exercise their discretion as to how they vote or whether they abstain from voting on any resolution on which you have not given specific instructions on how to vote and on any other business transacted at the Meeting.

To be valid, this Proxy Form must be returned to the Association so that it is received by no later than 48 hours before the Meeting commences.

Grŵp Cartrefi Cymunedol Cymru | Community Housing Cymru Group

Model Rules 2013

Special general meetings

C18 All general meetings other than annual general meetings shall be special general meetings and shall be convened either:

C18.1 upon an order of the board; or

C18.2 upon a written requisition signed by one-tenth of the shareholders (to a maximum of twenty-five but not less than three) stating the business for which the meeting is to be convened; or

C18.3 if within twenty-eight days after delivery of a requisition to the secretary a meeting is not convened, the shareholders who have signed the requisition may convene a meeting.

C19 A special general meeting shall not transact any business that is not set out in the notice convening the meeting.

Calling a general meeting

C20 All general meetings shall be convened by at least fourteen clear days' written notice served in accordance with rule G16 on every shareholder. The notice shall state whether the meeting is an annual general meeting or special general meeting, the time, date and place of the meeting, and the business for which it is convened.

C21 Any accidental failure to get any notice to any shareholder shall not invalidate the proceedings at that general meeting.

C22 Seventy-five per cent of shareholders may agree, by consenting in writing, or by other communication means approved by the board, to a general meeting being held with less notice than required by rule C20.

Proceedings at general meetings

C23 Before any general meeting can start its business there must be a quorum present. A quorum is one-tenth of all shareholders, with a minimum number of six and a maximum number of 25. As part of the quorum at least two shareholders must be present in person.

C24 A meeting held as a result of a shareholders' requisition will be dissolved if too few shareholders are present half an hour after the meeting is scheduled to begin.

C25 All other general meetings with too few shareholders will be adjourned to the same day, at the same time in the following week and at the same venue (or other appropriate venue notified by the secretary to all shareholders). If less than the number of shareholders set out in C23 are present within half an hour of the time the adjourned meeting is scheduled to have started, those shareholders present shall carry out the business of the meeting.

C26 The chair of any general meeting can:

C26.1 take the business of the meeting in any order that the chair may decide; and

CYMDEITHAS TAI
Bro Myrddin
HOUSING ASSOCIATION

Plas Myrddin, Heol Myrddin,
Caerfyrddin SA31 1RU

Plas Myrddin, Merlin Street,
Carmarthen SA31 1RU

01267 232714
info@bromyrddin.co.uk
www.bromyrddin.co.uk

From: **Mr P** **(110)**
(Shareholder)

Address:

Please ✓ the appropriate box:

☐ **I will be attending the Association's A.G.M. on 26 July 2018**

☐ **I will not be attending the Association's A.G.M. on 26 July 2018**

Please reply by Thursday, 19 July 2018

Mae Bro Myrddin yn Gymdeithas Elusennol
Cofrestwyd o dan Ddeddf Cymdeithasau
Diwydiannol a Darbodus 1965 (23055R)
a gyda Llywodraeth Cymru (L069)

Bro Myrddin - Housing Association - Cymdeithas Tai

Bro Myrddin is a Charitable Association
Registered under the Industrial and
Provident Societies Act 1965 (23055R)
and with the Welsh Government (L069)

BUDDSODDWYR MEWN POBL | INVESTORS IN PEOPLE

CYMDEITHAS TAI
Bro Myrddin
HOUSING ASSOCIATION

Plas Myrddin, Heol Myrddin,
Caerfyrddin SA31 1RU

Plas Myrddin, Merlin Street,
Carmarthen SA31 1RU

01267 232714
info@bromyrddin.co.uk
www.bromyrddin.co.uk

9 July 2018

Dear Shareholder

The Chair of the Association, Ms Lesley Penn, has great pleasure in inviting you to the Annual General Meeting to be held on **Thursday, 26 July 2018** at the **Association's Offices, Plas Myrddin, Merlin Street, Carmarthen SA31 1RU** commencing at **11:00.**

However, should you be unable to attend the meeting a proxy can be appointed to vote on your behalf and the Association has enclosed a Proxy Voting Form should you wish to do so. The Form must be signed by you and must reach the Association's offices at least two days before the date of the meeting at which the proxy is authorised to vote. Any question as to the validity of the proxy shall be determined by the Chair of the meeting whose decision shall be final. A prepaid envelope is enclosed for your convenience.

A copy of the Association's Annual Accounts is enclosed.

Light refreshments will follow the meeting and in order that the necessary arrangements can be made, I would be grateful if you would complete the attached proforma and return it to these offices, in the pre-paid envelope provided, by **Thursday, 19 July 2018**.

The Association's Annual Report will be available at the meeting however, should you be unable to attend please contact the office in order that we may send you a copy upon request.

Please note that there is limited parking available at the offices therefore please advise us in advance if you have special requirements, e.g. access to the building, in order that we can reserve a parking space accordingly. The nearest car park to our offices is St.Catherine's Walk and is only a short walking distance to our office. You will be reimbursered for any charge that has occurred.

Mae Bro Myrddin yn Gymdeithas Elusennol
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Diwydiannol a Darbodus 1965 (23055R)
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BUDDSODDWYR MEWN POBL | INVESTORS IN PEOPLE

CYMDEITHAS TAI
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Plas Myrddin, Merlin Street,
Carmarthen SA31 1RU

01267 232714
info@bromyrddin.co.uk
www.bromyrddin.co.uk

Yours sincerely,

Company Secretary

Encs

Mae Bro Myrddin yn Gymdeithas Elusennol
Cofrestwyd o dan Ddeddf Cymdeithasau
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BUDDSODDWYR MEWN POBL | INVESTORS IN PEOPLE

AGM 2018 - Reserved Parking Spaces

Shareholder no.	Shareholder	Address 1
26	Shareholder 26	Address 1

Grŵp Cartrefi Cymunedol Cymru | Community Housing Cymru Group

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C26 The chair of any general meeting can:

C26.1 take the business of the meeting in any order that the chair may decide; and

E029 Shareholders attendance.xls - Current
25/10/2018 - 15:40

	A	B	C	D
1	**Share No.**	**Shareholder**	**Attending**	**Proxy**
2	001	Shareholder 1	x	✓
3	002	Shareholder 2	x	✓
4	003	Shareholder 3		
5	004	Shareholder 4		
6	005	Shareholder 5	x	✓
7	006	Shareholder 6	x	✓
8	007	Shareholder 7		
9	008	Shareholder 8	x	
10	009	Shareholder 9		
11	010	Shareholder 10	x	
12	011	Shareholder 11	x	
13	012	Shareholder 12		
14	013	Shareholder 13		
15	014	Shareholder 14	x	✓
16	015	Shareholder 15	x	✓
17	016	Shareholder 16	✓	
18	017	Shareholder 17	x	✓
19	018	Shareholder 18	✓	
20	019	Shareholder 19	x	✓
21	020	Shareholder 20		
22	021	Shareholder 21		
23	022	Shareholder 22		
24	023	Shareholder 23		
25	024	Shareholder 24		
26	025	Shareholder 25	✓	
27	026	Shareholder 26	✓	
28	027	Shareholder 27	x	✓
29	028	Shareholder 28	x	✓
30	029	Shareholder 29	✓	
31	030	Shareholder 30		
32	031	Shareholder 31	✓	
33	032	Shareholder 32		
34	033	Shareholder 33	✓	
35	034	Shareholder 34		
36	035	Shareholder 35		
37	036	Shareholder 36	x	✓
38	037	Shareholder 37		
39	038	Shareholder 38		
40	039	Shareholder 39	✓	
41	040	Shareholder 40	x	✓

Photography Disclaimer

Please note that Photography will take place at today's event:

Annual General Meeting
Bro Myrddin Housing Association
Plas Myrddin, Merlin St, Carmarthen
Date: 26/07/2018
Time: 11:00am to 12:30pm

Photographs of today may be used in the following:

- Newsletters to residents (Sgwrs)
- Annual Reports
- Business Plans
- Performance Plans
- Publicity Material
- General Information literature
- Website/Social Media/Electronic Media
- Other publications as determined by the Association

By attending today's event you are agreeing for the Association to take and use your photograph in all current and future publications.

The Association will only use your photograph within its own literature and publications.

All rights and ownership of the photographs taken today will be the property of Bro Myrddin Housing Association.

If you do not wish to have your photograph taken, please make sure you speak with a member of staff.

Ymwadiad Ffotograffiaeth

E031

Sylwer, fe fydd ffotograffiaeth yn cymryd lle heddiw:

Cyfarfod Cyffredinol Blynyddol
Cymdeithas Tai Bro Myrddin
Plas Myrddin, Heol Myrddin, Caerfyrddin
Dyddiad: 26/07/2018
Amser: 11:00yb i 12:30yp

Gall ffotograffau a dynnwyd heddiw gael eu defnyddio yn y canlynol:

- Cylchlythyrau i breswylwyr (Sgwrs)
- Adroddiadau Blynyddol
- Cynlluniau Busnes
- Cynlluniau Perfformiad
- Deunydd Cyhoeddusrwydd
- Llenyddiaeth Gwybodaeth Gyffredinol
- Gwefan / Cyfryngau Cymdeithasol / Cyfryngau Electronig
- Cyhoeddiadau eraill a ddewisir gan y Gymdeithas

Wrth fynychu'r digwyddiad heddiw, rydych yn rhoi caniatâd i'r Gymdeithas gymryd eich ffotograff a'i ddefnyddio mewn cyhoeddiadau cyfredol, a rhai'n y dyfodol.

Dim ond o fewn llenyddiaeth a chyhoeddiadau y Gymdeithas ei hun y defnyddir eich ffotograff.

Eiddo Cymdeithas Bro Myrddin fydd holl hawliau a pherchnogaeth y ffotograffau a dynnwyd heddiw.

Os nad ydych eisiau cael eich ffotograff wedi'i gymryd, siaradwch gydag aelod o staff.

Cyfarfod Cyffredinol Blynyddol 2018

Annual General Meeting 2018



Our Values

Ein Gwerthoedd

Proactive

Rhagweithiol

Work Together

Gweithio gyda'n gilydd

Accountable

Atebol

Motivated

Cymhelliad

Datblygiadau

Development



2D Visual of development at Priory street



Golwg 2D o'r datblygiad yn Heol y Prior

2D Visual of development at Priory street

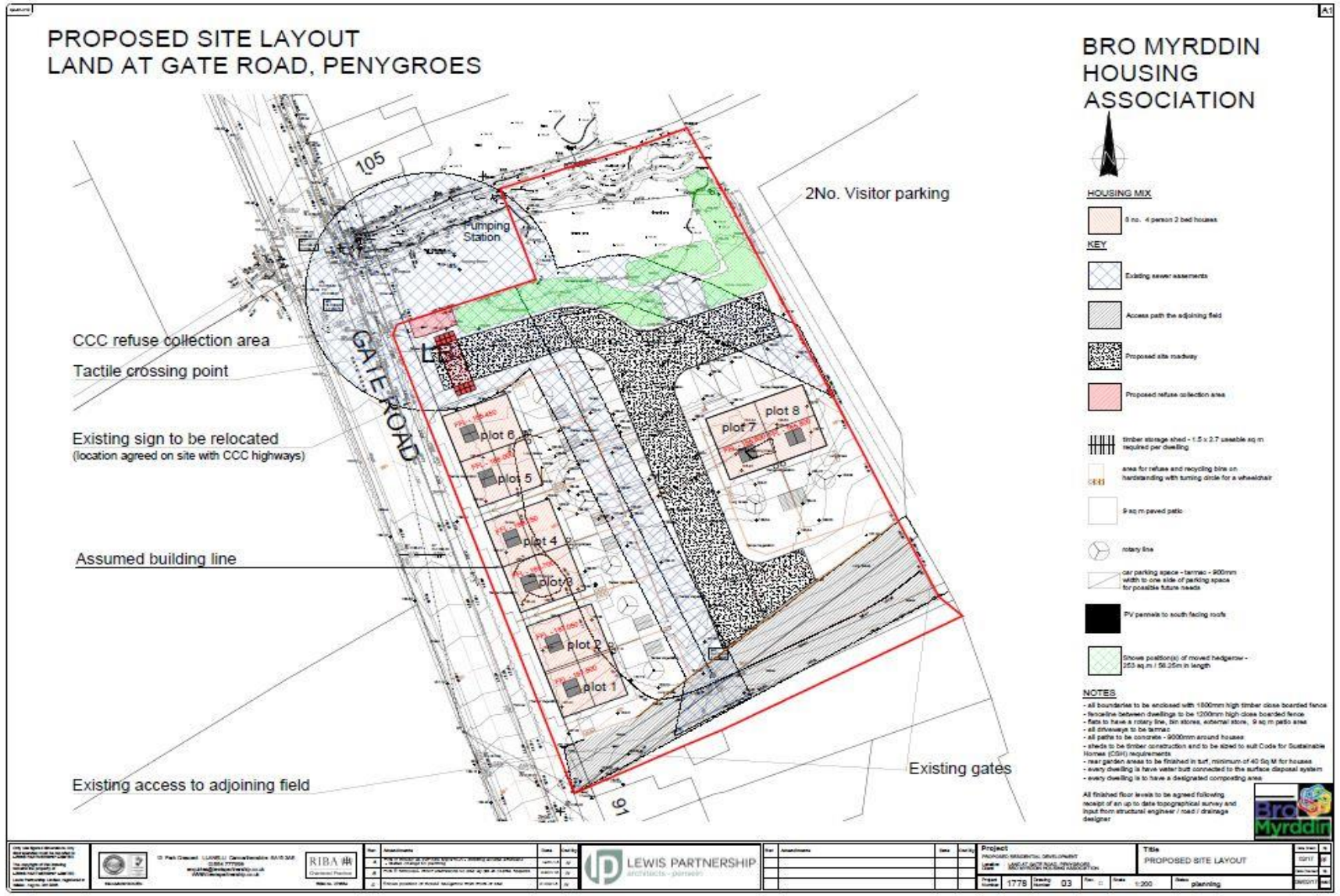


Golwg 2D o'r datblygiad yn Heol y Prior

Site plan of the development at Maes y Bryn, Llangennech – 34 Homes (26 houses and 8 flats)



Cynllun safle'r datblygiad yn Faes y Bryn, Llangennech – 34 Cartref (26 tŷ a 8 fflat)


PROPOSED SITE LAYOUT
LAND AT GATE ROAD, PENYGROES
BRO MYRDDIN HOUSING ASSOCIATION
105
Pumping Station
2No. Visitor parking
CCC refuse collection area
Tactile crossing point
GATE ROAD
Existing sign to be relocated
(location agreed on site with CCC highways)
plot 6
plot 5
plot 4
plot 3
plot 2
plot 1
plot 7
plot 8
Assumed building line
Existing access to adjoining field
Existing gates
HOUSING MIX
KEY
NOTES
LEWIS PARTNERSHIP
architects - partners
PROPOSED SITE LAYOUT
1778
03
planning

Our Annual Report is available at the meeting.





Mae ein Hadroddiad Blynyddol ar gael yn y cyfarfod.



Dear all

Please find attached the list of stakeholders attending the AGM tomorrow in the Associations Boardroom.

It would be much appreciated if you'd be willing to ask them to sign the AGM attendance book in reception and ask them to take a seat if they've arrived earlier than 10:45.

After 10:45, shareholders can be escorted to the Boardroom to settle in and be seated before beginning at 11:00.

Many thanks
Lowri

Name: **Rhian Layton**

Position: **HR Manager**

Date: **25/10/2018**

Witness Statement

This year, I had particularly asked Lowri to take the lead on arranging the key aspects of the AGM, with support where necessary. She had previously been a key member of the team and I believed she was capable of taking the rains. It was held in the Associations Boardroom on 26 July 2018 with only shareholders present, as agreed by the Board of Management and Executive Management Team.

Initially, the only problem that arose was with the caterers. The caterers we had relied on for many years were unavailable and this caused quite a panic. Lowri was very clear in providing a few suitable options for the Chief Executive to decide under a tight deadline. It was resolved rationally and quickly.

All documents were circulated to stakeholders at least 14 days prior to the meeting and it was asked that they confirm their attendance a week before the meeting was held. It was confirmed that enough shareholders were able to attend to allow the AGM to go ahead.

The meeting was success and all attendee's needs were catered for. Lowri had ensured that all staff members involved in the day were informed of their role and expectations. Following the event, a short networking lunch had been arranged and it allowed us to sit with shareholders and gather their feedback on how the event was ran. It was mostly good feedback, with one gentleman suggesting that the office be closed to allow all staff to attend and meet them all. This information was useful and would be taken into consideration when preparing next year's meeting.

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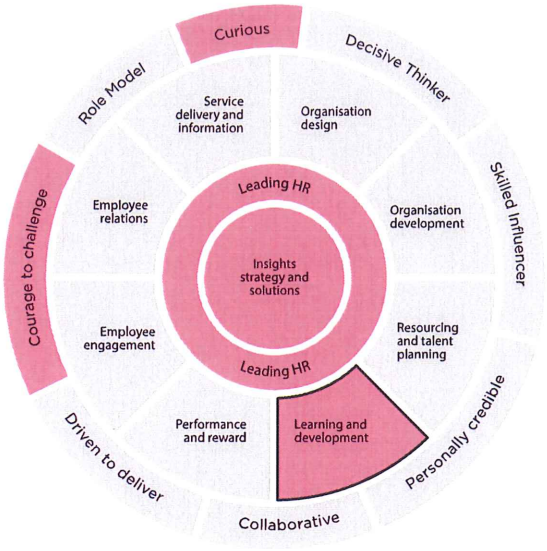
CIPD (http://www.cipd.co.uk)

Welcome back **Lowri** (STUDENT)
You're currently assessing as a **TECHNICIAN**

(/about-you)

STUDENT ASSESSMENT

Your assessment results



Learning and development

Summary | Development actions | Reading & Research | Courses & Events

What are my strengths and gaps for my current level?

Where I am competent

- Maintaining accurate records of training and learning, making use of appropriate technology (eg, personal development plans, delegates for training events)
- Supporting the delivery of learning and training events and programmes (eg, joining instructions, training materials, evaluation)
- Alerting individuals when development opportunities arise in line with their development needs

My Gaps

It seems like you're at the right level for your skills and experience.

Associate Member	Chartered Member	Chartered Fellow

How did you do?
Be social...

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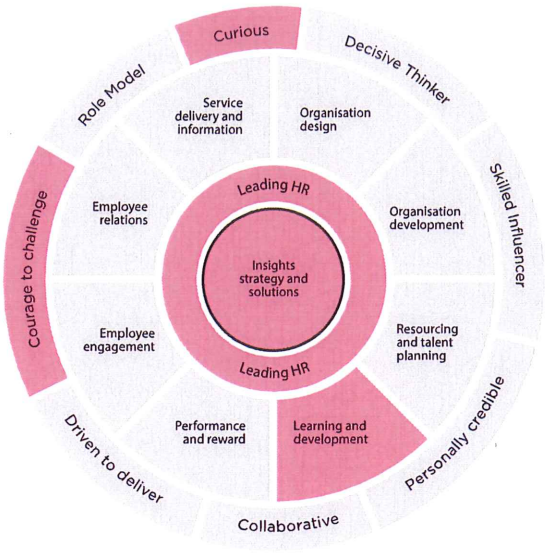
CIPD (http://www.cipd.co.uk)

Welcome back **Lowri** (STUDENT)
You're currently assessing as a **TECHNICIAN**

(/about-you)

STUDENT ASSESSMENT

Your assessment results



Insights, strategy & solutions

Summary | Development actions | Reading & Research | Courses & Events

What are my strengths and gaps for my current level?

Where I am competent

- Developing an understanding of the organisation using information and own experience
- Supporting the administration and delivery of HR programmes and projects
- Supporting the evaluation of HR programmes and projects

My Gaps

- Collecting, analysing on data and metrics
- Specific external factors that impact the organisation (eg, legal, financial, market factors)

It seems like you're at the right level for your skills and experience.

Associate Member | Chartered Member | Chartered Fellow

How did you do?
Be social...

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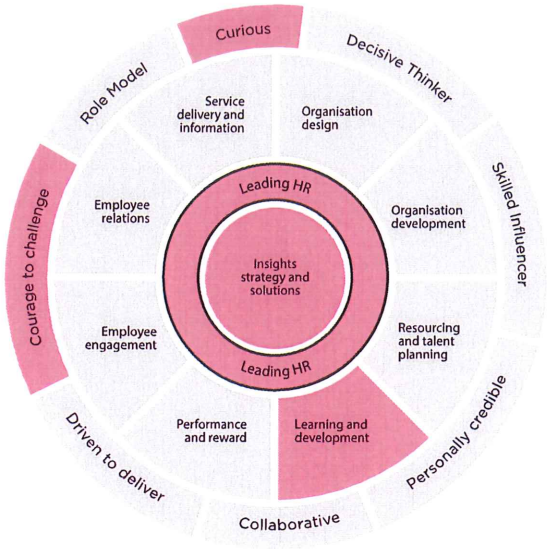
CIPD (http://www.cipd.co.uk)

Welcome back **Lowri** (STUDENT)
You're currently assessing as a **TECHNICIAN**

(/about-you)

STUDENT ASSESSMENT

Your assessment results



Leading HR

Summary | Development actions | Reading & Research | Courses & Events

What are my strengths and gaps for my current level?
Where I am competent

- Co-ordinating own activity with others in the wider HR team
- Sharing ideas and best practice with others in the wider HR team
- Adjusting own approach in view of others' preferred working styles
- Seeking out and acting on feedback and development opportunities to develop own HR expertise and capability
- Providing accurate financial data to support HR budgeting and financial planning

It seems like you're at the right level for your skills and experience.

Associate Member	Chartered Member	Chartered Fellow

How did you do?
Be social...

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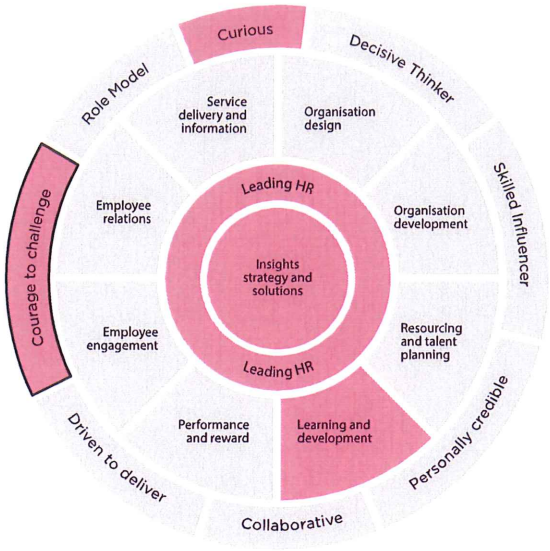
CIPD (http://www.cipd.co.uk)

Welcome back **Lowri** (STUDENT)
You're currently assessing as a **TECHNICIAN**

(/about-you)

STUDENT ASSESSMENT

Your assessment results



Courage to Challenge

Summary | Development actions | Reading & Research | Courses & Events

What are my strengths and gaps for my current level?

Where I am competent

- Taking into account a range of different viewpoints

My Gaps

- Standing by opinions and proposals in the face of difficult questions, providing supporting evidence as needed
- Asking questions to clarify or more fully understand an issue
- Seeking out relevant information, ideas and advice to help move discussions forward

It seems like you're at the right level for your skills and experience.

Associate Member	Chartered Member	Chartered Fellow

How did you do?
Be social...

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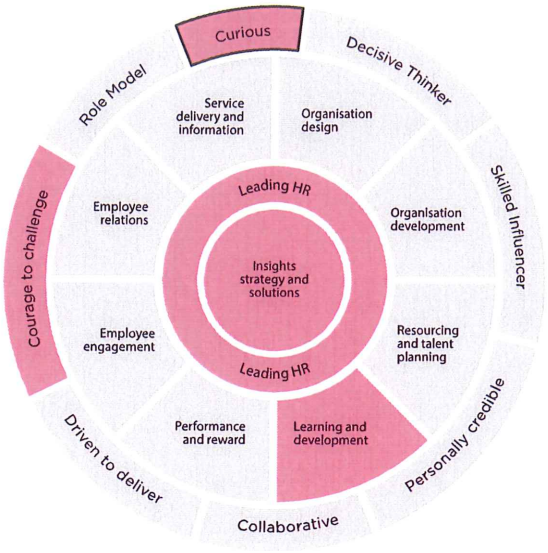
CIPD (http://www.cipd.co.uk)

Welcome back **Lowri** (STUDENT)
You're currently assessing as a **TECHNICIAN**

(/about-you)

STUDENT ASSESSMENT

Your assessment results



Curious

Summary | Development actions | Reading & Research | Courses & Events

When you're displaying curiosity, you're future-focused, inquisitive and open-minded, seeking out evolving and innovative ways to add value to the organisation.

How prepared am I?

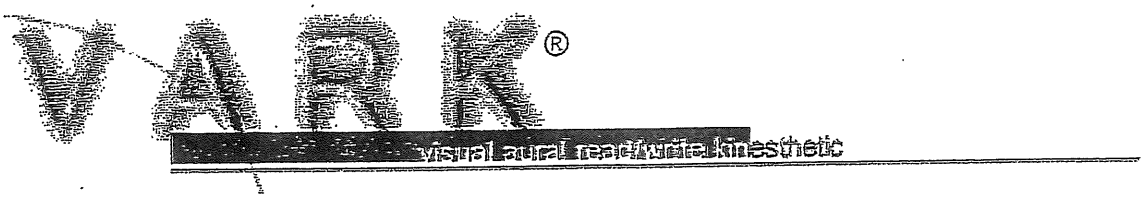
What you've told us indicates that your behaviour in this area is developing. This usually applies to someone who is demonstrating some of the behaviours expected at this level, but is yet to demonstrate and develop their competence more broadly in this area.

Below, we show you the areas where you're particularly strong, areas where you're competent,

It seems like you're at the right level for your skills and experience.

Associate Member	Chartered Member	Chartered Fellow

How did you do?
Be social...



The VARK Questionnaire (Version 7.1)

How Do I Learn Best?

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

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
   - a. go with her.
   - b. tell her the directions.
   - c. write down the directions.
   - d. draw, or give her a map.

2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. You would:
   - a. see the words in your mind and choose by the way they look.
   - b. think about how each word sounds and choose one.
   - c. find it online or in a dictionary.
   - d. write both words on paper and choose one.

3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
   - a. describe some of the highlights.
   - b. use a map or website to show them the places.
   - c. give them a copy of the printed itinerary.
   - d. phone, text or email them.

4. You are going to cook something as a special treat for your family. You would:
   - a. cook something you know without the need for instructions.
   - b. ask friends for suggestions.
   - c. look through the cookbook for ideas from the pictures.
   - d. use a cookbook where you know there is a good recipe.

5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
   - a. talk about, or arrange a talk for them about parks or wildlife reserves.
   - b. show them internet pictures, photographs or picture books.
   - c. take them to a park or wildlife reserve and walk with them.
   - d. give them a book or pamphlets about the parks or wildlife reserves.

6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
   - a. Trying or testing it.
   - b. Reading the details about its features.
   - c. It is a modern design and looks good.
   - d. The salesperson telling me about its features.

7. Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, eg. riding a bike. You learned best by:
   - a. watching a demonstration.
   - b. listening to somebody explaining it and asking questions.
   - c. diagrams and charts - visual clues.
   - d. written instructions – e.g. a manual or textbook.

8. You have a problem with your heart. You would prefer that the doctor:

a. gave you a something to read to explain what was wrong.
b. used a plastic model to show what was wrong.
c. described what was wrong.
d. showed you a diagram of what was wrong.

9. You want to learn a new program, skill or game on a computer. You would:

a. read the written instructions that came with the program.
b. talk with people who know about the program.
c. use the controls or keyboard.
d. follow the diagrams in the book that came with it.

10. I like websites that have:

a. things I can click on, shift or try.
b. interesting design and visual features.
c. interesting written descriptions, lists and explanations.
d. audio channels where I can hear music, radio programs or interviews.

11. Other than price, what would most influence your decision to buy a new non-fiction book?

a. The way it looks is appealing.
b. Quickly reading parts of it.
c. A friend talks about it and recommends it.
d. It has real-life stories, experiences and examples.

12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:

a. a chance to ask questions and talk about the camera and its features.
b. clear written instructions with lists and bullet points about what to do.
c. diagrams showing the camera and what each part does.
d. many examples of good and poor photos and how to improve them.

13. Do you prefer a teacher or a presenter who uses:

a. demonstrations, models or practical sessions.
b. question and answer, talk, group discussion, or guest speakers.
c. handouts, books, or readings.
d. diagrams, charts or graphs.

14. You have finished a competition or test and would like some feedback. You would like to have feedback:

a. using examples from what you have done.
b. using a written description of your results.
c. from somebody who talks it through with you.
d. using graphs showing what you had achieved.

15. You are going to choose food at a restaurant or cafe. You would:

a. choose something that you have had there before.
b. listen to the waiter or ask friends to recommend choices.
c. choose from the descriptions in the menu.
d. look at what others are eating or look at pictures of each dish.

16. You have to make an important speech at a conference or special occasion. You would:

a. make diagrams or get graphs to help explain things.
b. write a few key words and practice saying your speech over and over.
c. write out your speech and learn from reading it over several times.
d. gather many examples and stories to make the talk real and practical.

VARK®

visual aural read/write kinesthetic

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

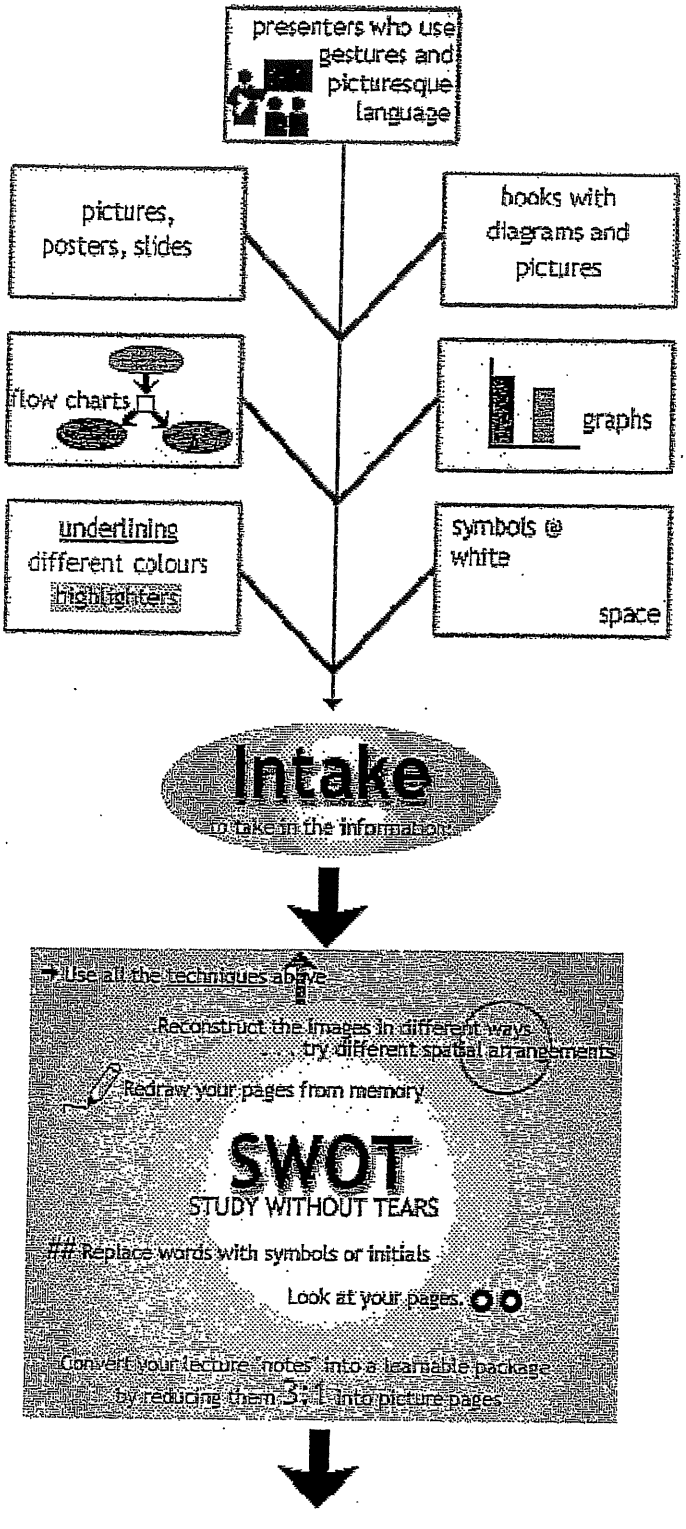
Count the number of each of the VARK letters you have circled to get your score for each VARK category.

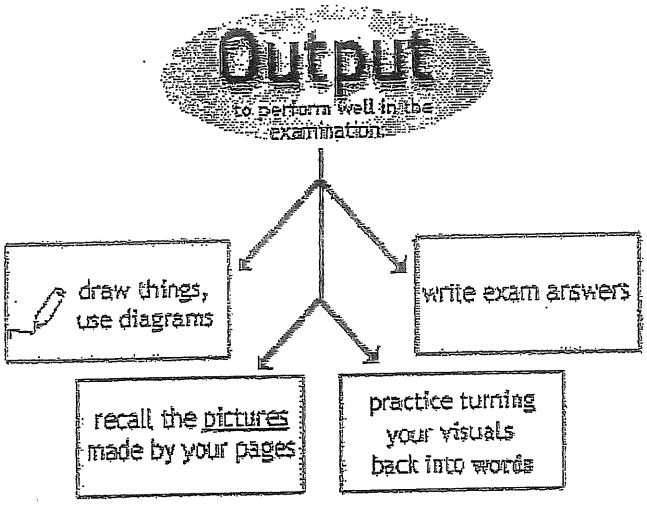
Total number of Vs circled =	7
Total number of As circled =	8
Total number of Rs circled =	4
Total number of Ks circled =	3

VARK®
a guide to learning styles

English

Visual Study Strategies





You want the whole picture so you are probably holistic rather than reductionist in your approach. You are often swayed by the way something looks. You are interested in color and layout and design and you know where you are in your environment. You are probably going to draw something.

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English

Aural Study Strategies

If you have a strong preference for learning by **Aural** methods (A = hearing) you should use some or all of the following:

INTAKE

To take in the information:

- attend classes
- attend discussions and tutorials
- discuss topics with others
- discuss topics with your teachers
- explain new ideas to other people
- use a tape recorder
- remember the interesting examples, stories, jokes...
- describe the overheads, pictures and other visuals to somebody who was not there
- leave spaces in your notes for later recall and 'filling'

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Your notes may be poor because you prefer to listen. You will need to expand your notes by talking with others and collecting notes from the textbook.
- Put your summarised notes onto tapes and listen to them.
- Ask others to 'hear' your understanding of a topic.
- Read your summarised notes aloud.
- Explain your notes to another 'aural' person.

OUTPUT

To perform well in any test, assignment or examination:

- Imagine talking with the examiner.
- Listen to your voices and write them down.
- Spend time in quiet places recalling the ideas.
- Practice writing answers to old exam questions.
- Speak your answers aloud or inside your head.

You prefer to have this page explained to you.
The written words are not as valuable as those you hear.
You will probably go and tell somebody about this.

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English

Read/Write Study Strategies

If you have a strong preference for learning by Reading and Writing (R & W) learning you should use some, or all, of the following:

INTAKE

To take in the information:

- lists
- headings
- dictionaries
- glossaries
- definitions
- handouts
- textbooks
- readings - library
- notes (often verbatim)
- teachers who use words well and have lots of information in sentences and notes
- essays
- manuals (computing, technical and laboratory)

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Write out the words again and again.
- Read your notes (silently) again and again.
- Rewrite the ideas and principles into other words.
- Organize any diagrams, graphs ... into statements, e.g. "The trend is..."
- Turn reactions, actions, diagrams, charts and flows into words.
- Imagine your lists arranged in multiple choice questions and distinguish each from each.

OUTPUT

To perform well in any test, assignment or examination:

- Write exam answers.
- Practice with multiple choice questions.
- Write paragraphs, beginnings and endings.
- Write your information into lists (a, b, c, d or 1, 2, 3, 4).
- Arrange your words into hierarchies and points.

You like this page because the emphasis is on words and lists.
You believe the meanings are within the words, so any talk is OK but this handout is better.
You are heading for the library.

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English

Kinesthetic Study Strategies

If you have a strong **Kinesthetic** preference for learning you should use some or all of the following:

INTAKE

To take in the information:

- all your senses - sight, touch, taste, smell, hearing ...
- laboratories
- field trips
- field tours
- examples of principles
- lecturers who give real-life examples
- applications
- hands-on approaches (computing)
- trial and error
- collections of rock types, plants, shells, grasses...
- exhibits, samples, photographs...
- recipes - solutions to problems, previous exam papers

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Your lecture notes may be poor because the topics were not 'concrete' or 'relevant'.
- You will remember the "real" things that happened.
- Put plenty of examples into your summary. Use case studies and applications to help with principles and abstract concepts.
- Talk about your notes with another "K" person.
- Use pictures and photographs that illustrate an idea.
- Go back to the laboratory or your lab manual.
- Recall the experiments, field trip...

OUTPUT

To perform well in any test, assignment or examination:

- Write practice answers, paragraphs...
- Role play the exam situation in your own room.

You want to experience the exam so that you can understand it.
The ideas on this page are only valuable if they sound practical, real, and relevant to you.
You need to do things to understand.

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English

Multimodal Study Strategies

If you have multiple preferences you are in the majority, as approximately 60% of any population fits that category.

Multiple preferences are interesting and varied. For example you may have two strong preferences Visual and Aural (VA) or Read/write and Kinesthetic (RK), or you may have three strong preferences such as VAR or ARK. Some people have no standout scores. Their scores are almost even for all four modes. For example one person had scores of V=6, A=6, R=6, and K=6. She said that she adapted to the mode being used or requested for her learning. If the teacher, trainer or supervisor preferred a written mode she switched into Read/write for her responses and for her learning.

So multiple preferences give you choices of two or three or four modes to use for your learning and for your interaction with others. Positive reactions mean that those with multimodal preferences choose to match or align their mode to the significant others around them. But, some people have admitted that if they want to be annoying they may stay in a mode different from the person with whom they are working. For example they may ask for written evidence in an argument, knowing that the other person much prefers to use only oral information.

You will need to read two or three or four lists of strategies provided in the VARK Helpsheets. If you have two almost equal preferences please read the study strategies that apply to both preferences. If you have three preferences read the three lists that apply and similarly for those with four. There is obviously no ***Multimodal*** helpsheet. One interesting piece of information that people with multimodal preferences have told us, is that it is often necessary for them to use more than one strategy for learning and communicating. They feel insecure with only one. Alternatively those with a single preference often *"get it"* by using the set of strategies that align with that single preference.

We are also noticing some differences among those who are multimodal and who have chosen fewer than 25 options and those who have chosen more than 30. Those who have chosen fewer than 25 of the options in the questionnaire prefer to see their highest score as their main preference - almost like a single preference and they use each preference mode singly to suit each situation. Those who have a total VARK score larger than 30 tend to use their preferences in combination needing all their preferred modes to get a good understanding. To read more about Multimodality you can download an article written by Neil Fleming here: Multimodality

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