

Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5ARTP Contributing to Resourcing and Talent Planning in the Organisation

Word Count: 3,195

Student Name: Katy Barron

Student Number: 1811083

CIPD Membership Number: 5339341X

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: K.L.Barron

Date: 17/05/2020

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Candidate name: Katy Barron				CIPD Membership/registration No.: 5339341X		
Qualification title: Level 5 CIPD Diploma				Unique Learner No. (ULN): 1811083		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5ARTP	Contributing to Resourcing and Talent Planning	LO1	Calendar schedule to meet with Teaching and Learning Manager on Google Meet	1.1		
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5ARTP	Contributing to Resourcing and Talent Planning	LO1	Calendar schedule to meet with Head of Section on Google Meet	1.5		
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5ARTP	Contributing to Resourcing and Talent Planning	LO3	Exec submission and outcome	3.9		

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:

K.Barron

Date:

17/05/2020

LO1

Talent planning, also known as workforce planning, is a process where organizations analyze their current workforce to identify any needs and gaps required at present and in the future. This process also ensures that organizational goals, plans, and strategical objectives are reached. According to the CIPD (2019a) it is in place to get “the right number of people with the right skills employed in the right place at the right time, at the right costs and on the right contract to deliver an organisation’s short and long term objectives.” Since the merger in 2017, both Coleg Ceredigion and Coleg Sir Gar have adopted and follow the same policies and procedures to ensure harmonization amongst the 7 campuses and staff.

Coleg Ceredigion (CC) adopt a formal approach to talent planning, although there are informal elements to the procedure.

Succession Planning

Following a discussion with the Teaching and Learning Manager via Google Meet (Evidence 1.1 and 1.2) I was able to obtain further information on how succession planning is rolled out at the college. Developing employees to the best of their abilities whilst aligning their personal ambitions with the organisational goals is key. This is supported by the extended pathways that the teaching and learning team manage. All new employees or newly qualified lecturers are required to commence the pathways. There are 4 stages each with their own set of criteria (Evidence 1.3) and employees work their way through. This process encourages open, honest and appraisal like discussions to ensure the employees can progress in the way they wish. The pathway is embedded during recruitment; the interview observation stage invites members of the teaching and learning team to observe the candidates. The observation scoring form has recently been redesigned to ensure that the candidates align with the college’s pathway (Evidence 1.4). Despite this formal process being mandatory for all new employers, the mentoring pathways are also available to existing employers. Staff can be referred by their line managers if concerns or gaps have been identified, or they can self-refer. It is optional to commence and complete the pathway if it is a self-referral, however, if a manager referral is not optional. This ensures all staff continue to develop themselves and their abilities.

Following discussions with managers; a Faculty Manager and Head of Section I was able to identify how managers help develop current staff for promotions and managerial roles as well as what support is provided once they are appointed for the roles. The newly appointed head of section (evidence 1.5,1.6, 1.7 and 1.8) advised me that being a lecturer already provides you with strong leadership skills, as you are required manager and lead your class of learners. Therefore, even though the academic staff are equipped with management skills, managers and colleagues are always supportive and encouraging for everyone to further develop themselves and to attend relevant training events, such as the leadership and management and 360 degree management courses. CC greatly believes in continuous development of employees; this benefits the college in having highly skilled and qualifications, but also helps the employees reach their desired goals. Many employees who inspire to become managers are involved in supervising programmes such as, becoming lead internal verification or principal markers for awarding bodies as well as completing masters and other open University courses; usually supported and funded by the college. This backing gives staff the encouragement and belief that they can develop their career, providing they have the correct skills to do so. Subordinates are also expected to undertake some duties of the line manager when they are off site to fulfill other management responsibilities, calling upon them for various matters. This requires line managers to equip their staff with the appropriate skills to

complete their own work as well as the work of senior managers. They are given great support and mentoring; having daily meetings to share practices and information to make sure all managers are update with any changes.

The HR department keeps record of all employee's CPD records. This is used when addressing any gaps and identifying any training, coaching, or mentoring that needs to be implemented (Taylor, 2016). The college always attempts to refresh the team by holding graduate residency schemes; despite this scheme being voluntary, it offers a great foundation for candidates starting out as well as the college selecting students on the PGCE course to gain their teaching experience by teaching on in house courses (Coleg Ceredigion, 2020).

Recruitment and Selection

Once an employee has informed their line manager and HR that they are leaving, or as soon as a manager wants to advertise a vacancy, an approval must first come from the Executive Team. Once a decision has been decided, it is then down to the line manager of the post to write a job pack, including all essential and desirable skills, experience and attributes required to fulfill the vacancy. The job description and person specification are used as the criteria for short listing (Evidence 1.9) and the interview process is based on the panel scoring on the candidates' performance (Evidence1.10).

Vacancies are always advertised on the same job boards, however, exceptions can be made for certain vacancies, such as, any recruitment for the working farm at the Gelli Aur campus are advertised in the farmers weekly.

Once the closing date has been, the interview panel shortlist the following day and interviews are scheduled as soon as possible. All interviews require candidates to participate in tasks relevant to their role followed by formal interview question. Once a decision has been made, the successful candidate is contacted, and the process of DBS checks begin. All unsuccessful candidates are also contacted by phone or email.

Sickness, retirement, and redundancies

When lecturing staff are absent, part-time casual lectures with relevant skills and qualifications are asked to cover and a part-time contract is raised for payment. From experience we have awareness of which part-time casual has what qualifications; asking the lecturers with the alike qualifications to cover the classes. This ensures consistency for the class as they have the same supply lecturer and do not miss out on lessons. However, there is no formal talent pool with the names and skills of CC employees but there is a focus on addressing skill gaps but retraining existing staff or employing new casual lecturers.

When employees decide to leave there are procedures that managers follow. Since 2006 it has become unlawful to disadvantage someone because of their age (CIPD, 2019b), and CC have an aging workforce (Evidence 1.11) meaning managers have had little experience in managing retirement. However, for employees who do leave because of retirement, or more often through resignations, line managers have an open discussion with that member of staff to establish a timescale of when they are leaving and therefore a plan can be put in place to arrange smooth an effective handover to avoid disruption for students.

CC record and monitor internal and external information in various ways. Within the HR function, the recruitment and turnover figures are obtained. Turnover statistics (Evidence 1.12) allows us to monitor the number of employees leave the organisation, and for what reason. Knowing why staff decide to leave, allow us to frame an effective recruitment and retention practice; hoping to avoid the right people from leaving the organisation (CIPD, 2019b). As well as turnover rates, CC monitors the amount of internal and external vacancies. The college claims to promote internally over externally, only when appropriate (Coleg Ceredigion, 2019), which is shown by the number of internal staff that were promoted over external candidates in academic year 2018-2019 (Evidence 1.13).

The skills, capabilities and attitudes are audited to ensure the employees of the college are provided with the appropriate abilities to undertake their roles, whether that is as an academic member of staff, business support, or management. There is no formal talent pool developed at the college, however the HR department record staff development records. On the request of the employee or manager, we can provide individual records (Evidence 1.14). Documenting these records, ensures that CC recruit the correct people, and can put measures in place to reduce any gaps that are identified. This also, allows individuals to meet their own goals and objectives, increasing motivation, engagement, and workplace satisfaction (ACAS, 2019). Meeting individual goals lead to departmental achievement, aligning with overall organisational objectives.

Another way CC analyses information that assess the people and skills need of the college is by holding biannual appraisals through the staff intranet (Evidence 1.15). Appraisals give employees the opportunity to voice their personal objectives, requesting for training in specific areas; also enabling line managers to identify any improvements needs. The external information held at CC in relation to the organizations skills and needs is by assessing the current labor market. We are currently in a loose labor market which gives the college greater advantage and control. A loose labour market means the number of unemployed and job seekers is higher than the number of available vacancies (Wilkinson and Taylor, 2016).

The labor market identifies how recruitment and retention should be carried out to align with organisational strategies (CIPD, 2019c). One of the many sources of labor include graduates and post school leavers. As a college our competitors are schools with sixth forms; therefore, to attract and encourage school leavers to enroll on courses at CC, lecturers attend 'Have a go' sessions at schools where school pupils can try different activities to get a flavor of what that course would entail (Evidence 1.16).

Employers can no longer retire employees; however, retirement impacts on the tight labour market and the ageing workforce is becoming an HR trend. As shown in evidence 1.11, CC monitor the number of employees that fall into specific age categories to allow effective preparation for succession planning.

It is important that organisations follow best practice when planning activities to ensure the aim of reaching individual and organisational goals and capabilities are met (CIPD, 2020).

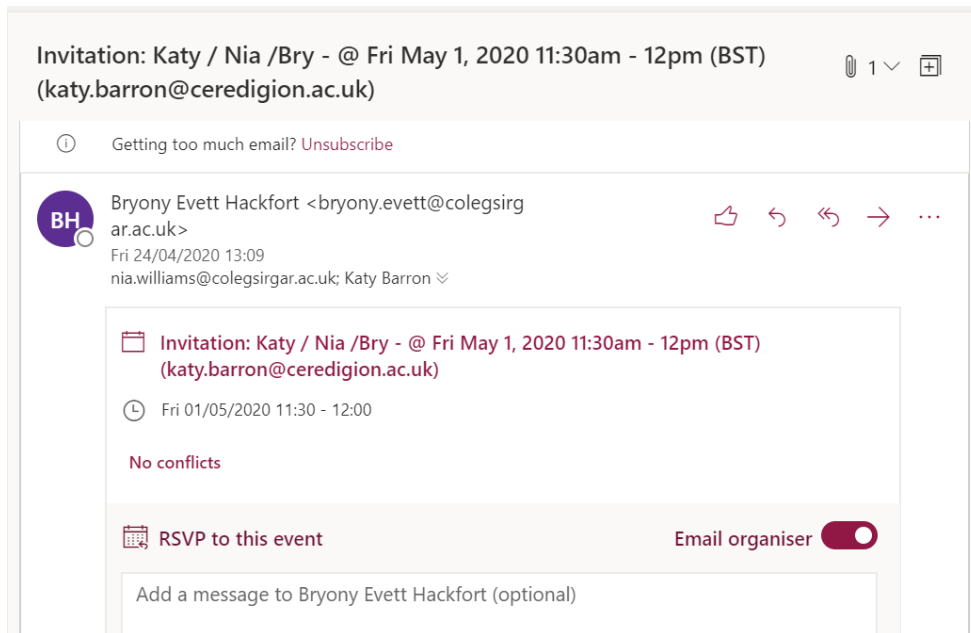
The college heavily supports workforce planning for the academic staff; the formal mentoring and extended pathway process has proven effective in ensuring the correct people are appointed following recruitment. Having the organisations planning and strategies embedded in the interview criteria helps the college in appointing candidates who align their own goals with those of the organisation. The pathway also molds the staff to be equipped with the appropriate skills required to be successful within their roles.

The effective appraisal system is a great contributing factor to planning. During appraisals, employees can advise their line managers on where they wish to take their career; this gives the manager an idea on how to succession plan for the future.

However, there does seem to be lack of support for staff during the second and third stages of the extended pathways as well as lack of process for business support. This negatively impacts on how the college can plan activities and address potential needs within that area.

Evidence for LO3

Evidence 1.1



Evidence 1.2

Meeting with Bryony ~~Evetts~~ ~~Hackford~~, Teaching and Learning Manager.

1st May 2020, 11:30

"Identifying individual aspirations is the core of the teaching and learning strategy.

The Excellence Pathways has four levels. The lower two levels are aimed at the newly qualified or new employees to the college. As individuals proceed through the pathways the focus is individual progression.

Extended pathways open training and development opportunities such as coaching courses. I was able to complete my masters. The pathways really shape you to do what you want.

I was able to sit with the manager of the extended pathway to discuss where I wanted to go e.g. I wanted to become a manager, specifically in Teaching and Learning (which is what I am).

The pathways are about having the discussions and putting support in place to enable employees to reach their goals.

Succession planning and the pathways are about shaping the type of employees the organization wants and who the employees themselves want to be. The college is very passionate about coaching; often the progresses of the pathway have undertaken ILM and coaching courses. If you look at data, you will see how many managers have completed the ILM courses and progressed.

The pathways are fundamental; similarly, to appraisals, they focus on what individuals wants and needs and are no longer data based.

This process commences at interview. The observation sheets have recently been redesigned to ensure that they align with the pathways from day one. The teaching and learning team are involved in the interview stage during the observation phase.

Every new member of staff must go through the probationary mentoring scheme, which usually lasts 3 months. This scheme identifies what support is needed through informal and ungraded observations. Towards the end of the scheme, employees will need to have formal observations to establish whether they are to be put forward for the pathways.

Individual can self-refer to the mentoring scheme or they can be referred, usually by their manager. If they self-refer then the process is optional, however a line manager referral is mandatory.

Teaching and learning can often make people feel vulnerable as your discussing and observing them

starts on the ~~programme~~ and on the final stage, lots of investment is made to encourage the individuals to delivery learning and development sessions. During the second and third steps, individuals often get stuck.

The structure is formal to engage employers, the formal foundation is our approach to teaching and learning, although there may be informal elements.

Staff development days always contain specialized training for those on the extended pathways.

It is a nurturing process involving personal and professional discussions. Staff need to feel like they are on a journey.

The discussions are like appraisals, expect the appraisal like discussions occur every day. Despite the college as a rule, conducting appraisals biannually, self-evaluations are annual.^{4]}

Evidence 1.3



Evidence 1.4

Assessing the Quality of Learning, Standards, Teaching and Training Interview Proforma 2019 - 2020

Post:		Interview Date:	
Candidate Name:		Observer:	

Lesson Brief for Interview:		
Checkbox of Best Practice:		
<u>Please tick each area of teaching and learning if it occurs in the session in an effective, sustained and meaningful way.</u>		
Aims and Objectives are clear for the learners?		Variety of teaching and learning activities?
Use of an effective starter?		Use of technology is effectively enhancing the learning?
Assessment of prior knowledge has taken place?		Are the students supported in their learning?
Questioning - open questioning used?		Are the learners being appropriately challenged?
Questioning - probing questioning used?		Is the pace appropriate for the level of learner?
Questioning - directed questioning used?		Are core skills also being developed? (numeracy/literacy/digital literacy)
Is the learning student centred?		Is the tutor listening and being responsive to the learners?

Evidence 1.5

Calendar

Talent Planning

All day

AD Allison Davies

30/04/2020

10:00

to

10:30

Free: Tue 12/05 09:30 - 10:00 | 10:00 - 10:30

Google Meet

Send

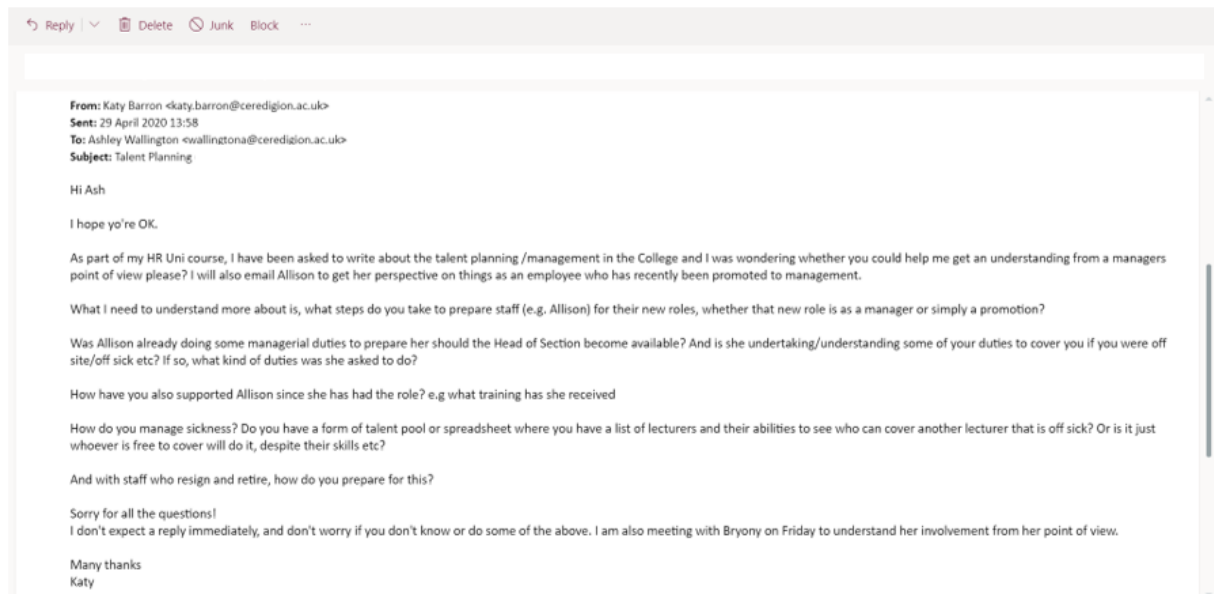
Discard

More options

Evidence 1.6

Discussion with Allison Davies, Head of Section: Creativity and Care. 30th April 2020, 10am on Google Meet AD has been a full-time lecturer at the college for many years until recently being promoted to a managerial role where she continues to teach two days a week. "Within a teaching role you are a leader; you manage teams with prepares you for management. I have had experience of management and responsibility and have expanded these skills by being involved in governing bodies as a principal examiner, being course tutors and being a bilingual champion. I have always been encouraged by colleagues and managers to go for it. I have always had an interest in upskilling myself, and I work effectively from constructive feedback; this feed back has come from informal discussions during team meetings where practices and comments are shared. They have also occurred during formal processes such as appraisals, but I have not found these to be as effective. If I have required training, managers have always supported and agreed that I can attend whenever possible. I have been given responsibilities by managers for different things. Such as, I have been involved in the extended pathways and the teaching and learning team. Since being in this role, I have learnt to understand my line managers role as I am expected to cover for him on a weekly basis due to his faculty responsibilities. I become the first point of contact for all academic staff, students and queries. Using my own initiative and experience I have been able to adapt to this management positions. I have looked at previous managers, to see how they managed and handled similar situation and applied that to my own practice. I am aware what is needed and refer any staffing issues to HR and follow policies and procedures to ensure appropriateness. I will also inform and discuss any decisions that have been made with my line manager. My line manager has supported me immensely. He has faith in me and knows that I will deal with matters efficiently, which is very encouraging. We also have daily meetings, to check in and update each other. To ensure I develop my management skills, I am involved in a mentor and 360 <u>degree</u> management programme. I have had an excellent probationary review where I have learnt my strengths and weaknesses. It was brought to my attention that my communication skills need developing which is what I am working on.	However, it can be difficult to plan when an absent is unexpected, although, lecturers should supply students with work in advance and then we can ask lecturers who aren't necessarily qualified in that subject, to sit in the class. We do encourage teams to cover for each other when possible. When a member of staff resigns, I engage with my line manager and HR as soon as possible to start the recruitment process. I discuss with the leaver the reasons for their resignation and what plan can be put in place for effective handover of work. When it is lecturing staff, resignations can cause more issues if they resign midway through terms. I have yet to be involved in an employee retiring, however, the previous academic year a member of staff did reduce her days as a phased retirement. In order for me to plan for the upcoming academic year, I did have a discussion with the employee as to what her plans might be, e.g. will she be reducing her hours again."
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Evidence 1.7



Evidence 1.8

Phone conversation with Faculty Manager

- Faculty managers rely on head of sections to support them with faculty matters. Often head of sections have been promoted to this position after being employed at the college for many years; making their knowledge and experience of practices and colleagues beneficial when managing certain issues.
- The newly appointed head of section has worked at the college since 2009, during which she has worked her way up from having a fixed term contract, to a fractional then full time permanent and now a management contract. The experience of working under the various types of contract, and being familiar with different operational systems and businesses, including the pressure involved in Estyn inspections, makes their contribution invaluable to the team.
- She (Head of Section) is currently undertaking the leadership and management course as well as leadership training and projects; all effectively contribute to the skills she currently obtains and prepares individuals for their role.
- Many employees who have been promoted to managers have completed the ILM course, various degrees and masters and often play key roles as lead internal verifiers and principal markers. This gives them great grounding for developing as a manager.
- It is always clear who can perform successfully as a manager by the willingness, and ambitiousness they portray.
- To support the head of sections, they attend external an internal training, such as 360 management training, pivotal training, and training on student disciplinaries, managing budgets and conducting appraisals.
- When lecturing staff are sick, we call upon part-time casual lecturers or LSA's with teaching qualifications. There is no formal system that holds details of casual lecturers and their qualifications, however, you do become familiar with who can do what

Evidence 1.9

HR Department



CANDIDATE SHORTLISTING FORM

Post Title: PTL in Essential Skills	Interviewer:	Date of Shortlisting:
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Record your rating on each of the applications: 3 = Fully Meets Criteria 2 = Partially Meets Criteria 1 = Fails to Meet Criteria

	Candidate Number or Initials:	1	2	3	4	5	6	7	8	9										
Criteria	(as listed in Person Specification)																			
Essential:	Appropriate qualifications Minimum of Level 3 ECDEL, MOS or equivalent qualification GCSE English / Welsh at minimum Grade C or O Level equivalent GCSE Mathematics at minimum Grade C or O Level equivalent Good analytical skills High degree of self motivation Ability to produce work of high quality Ability to work under pressure Ability to maintain strict confidentiality Good interpersonal and communication skills																			

Evidence 1.10

INTERVIEW MATRIX Post: Lecturer in Automotive Engineering (FT)



Name Interviewee:

Name Interviewer:

Date:

CRITERIA	RELATED QUESTIONS	Weighting 1= Low 3= High	Score 1 (Low) to 5 (High)	Total
Motivation / background / experience/reasons for applying	Why have you applied for this role? <i>Comment:</i>	2		
Delivery within the teaching environment / awareness of learner skills/needs/support processes/ barriers to learning Monitoring & tracking procedures/tutorial/Gar-j Interventions/disciplinary	As a Learning Programme Leader how would you ensure every learner performed to the best of their ability across their whole learning programme. <i>Comment:</i>	3		

Evidence 1.11

Age Profile

2018-2019

Age	Total
18-24	4
25-30	6
31-35	11
36-40	13
41-45	22
46-50	33
51-55	31
56-60	26
61-65	9
66-70	10
>70	8
Total	173

Evidence 1.12

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Count of Emp No.	Short Desc3													
Leave Rsn Long	AGR_W	APT&C_1-6	APT&C_SO1+	CAS_SUP	LEC	CAS_LEC	MS	MS_TEACH	Grand Total					
Death in Service		1		1					1					
Dismissed		1		15		1	31		2					
End of fixed term									47					
Mutual Agreement								1	1					
Resigned	2	12	1	12	9	3	1	1	41					
Retirement			1		2	1	1	1	6					
Retirement ill health		2			2				4					
Voluntary Redundancy		6			9		3	3	21					
Grand Total		2	22	2	28	23	35	6	5	123				
Total Staff as at														
01/09/2018	751													
Turnover	16.4%													

Evidence 1.13

Internal/External Recruitment 2018-2019					
A	B	C	D	E	F
Internal/External Recruitment 2018-2019					
Internal Appointments				External Appointments	
Lecturer in Health and Social Care (0.6)				Lecturer in Agriculture	
Skills Manager				Educational Support Assistant	
HR Officer (Maternity Cover)				Technician in Creative Industries	
Welsh Baccalaureate Coordinator				Assistant Curriculum Head	
Lectuer in Veterinary Nursing (0.4)				Funding Officer	
Technician in Digital Illustration & Graphics				Caretaker	
College Counsellor Welsh Language				Lecturer in Health and Social Care (Maternity Cover)	
Lecturer in Fresh Start (0.2)				Herdsperson	
Lectuer in Landbased Agricultural Engineering					
Lecturer in Animal Studies x2					
Project Manager iSEiw					
Support Technician					
Lecturer in GCSE English					
Campus Operations Manager					
LSA					
Lecturer in Automotive Engineering					
Library Assistant					

Evidence 1.14

gateway.colegsirgar.ac.uk/index.php

GWAVA Retain Archive
Helpdesk - My Tickets
HWB

Library
Library Catalogue
Moodle
My Files
My Printing
My View
Office 365
Password Allocations
PEPI
Reprographics
Request
RPL Shared Staff
Development
Room Bookings
Simply Do
Software for checking
Spelling/Grammar in
Welsh

Staff Development

Translation System
Virtual College
Vehicle Booking
System
Webmail
WEST Tool (Chrome
only)

Diweddariad Covid-19 a Chwesuiriad Cyffwrdd ar gyfer AB, darparwyd dysgu seiliedig ar waith a dysgu oedolion - diweddariadwyd 28.4.20

COVID-19 update and FAQs for FE, work-based learning and adult learning providers - updated 28.4.20

DIOGELWCH GWYBODAETH: Cysylltwch YMA i gwrs diogelwch gwybodaeth Cyllix ar-lein. Rydym yn gofyn i bob aelod staff gwbihau'r cwsr gloywl hwn erbyn **dydd Gwener 22 Mai os gwelwch yn dda.**

INFORMATION SECURITY: Please link [HERE](#) to the online Cyllix information security course. We are asking all staff to complete this refresher course by **Friday 22 May please.**
enrolment key: staffdev2017

DIYDDIADAU TYMHORAU YMA

TERM DATES [HERE](#)

LLES: adnoddau i'w cyrchu i'ch helpu chi i ofalu am eich iechyd meddwl a files
<https://www.nhs.uk/mind.co.uk/>

WELLBEING: resources to access to help you look after your mental health and well-being
<https://www.nhs.uk/mind.co.uk/>

CYNNYDD CSG: For a step by step guide regarding support see [HERE](#)

EMERGENCY CONTACTS 19/20: please see [HERE](#)

EVENING WORKERS CONTACTS: Emergency contact is the local caretaker.

Mobile numbers:

- > Graig 07798571118 or 07876546527;
- > Pibwrthwyd 07876476240; Job's Well 07798617465;
- > Ammanford 07798 572120;
- > Aberystwyth 07557 938630; Cardigan 07950 903949.

GDPR ISSUES or FREEDOM OF INFORMATION CONTACT: mike.williams@colegsirgar.ac.uk

Message Board

- > Careers Wales - Moving On, Moving Up Campaign
- > College newsletters
- > UWTSB Barod am Brifysgol / UWTSB Made for Uni
- > Which Systems can I access Remotely?
- > Accessing your files from home
- > Cyflieithu / Translation
- > Adobe for Use at Home
- > Cyflieithu / Translation
- > LGBTQ+ Group (Graig)
- > Pop-up library @ Aberglasney gardens

Library
Literacy & Numeracy
Management News
Message Board
Staff Wellbeing
Teaching & Learning
Tutor Briefs

Logout

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Staff Wellbeing Teaching & Learning Library

Evidence 1.15

PEPi 2019/20 Performance Excellence Plan

[Home](#) [Questions](#) [Charts](#) [More](#) [Academic Year](#)

PEPi Performance Excellence Plan

Your Appraisal Category

⚠️ Your log in (or previously answered questions) has detected that your role is **SUPPORT STAFF** ⚠️

This can be changed below but any previous job specific questions you have answered will be erased!

📄 Your Appraisal Summary

Your Appraiser (one only)

Add Appraiser

🔍 Add

Your Line Manager (only add if they are not appraising you)

Add Line Manager

👤 Add

Other Appraisal Categories

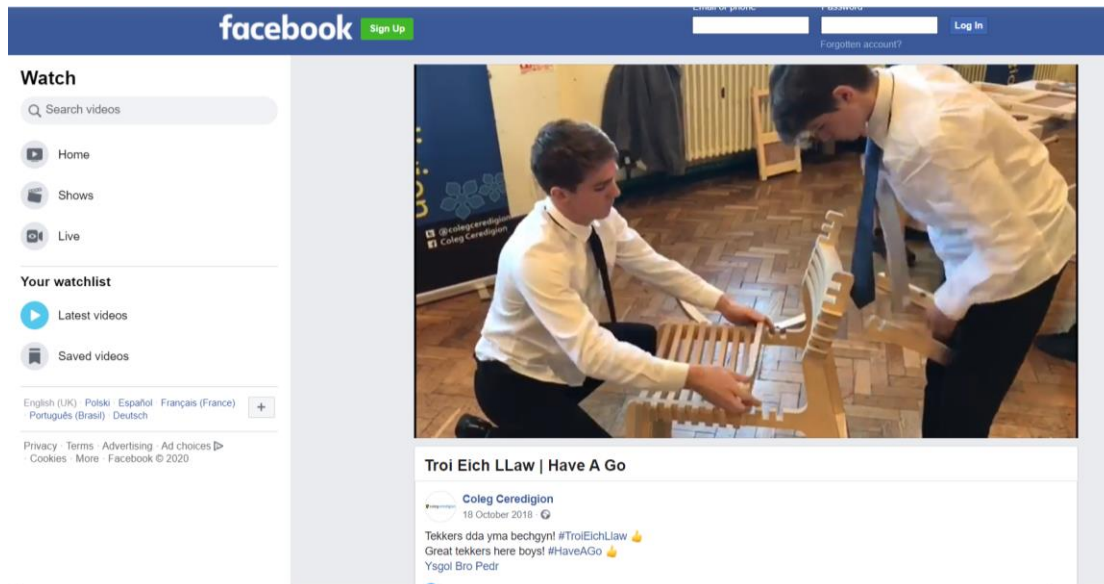
Choose a new appraisal category if required. NOTE - this will remove all previous job specific questions you have answered

This will NOT remove "Looking Back", "Values & Behaviour" questions or Targets

[👤](#) [🔍](#) [🔄](#)

Evidence 1.16



LO2

Despite the college using elements of talent planning in their approach, there are ways that this practice could be enhanced.

Firstly, this could be improved by ensuring the college's values and behaviors (Evidence 2.1) are written within the job description and person specification pack. This ensures that candidates can self-select against what the organisation believes and deciding whether their own values and behaviors align with those of the college ((Wilkinson and Taylor, 2016). This will also reduce the amount of unsatisfactory application, reducing the time taken during the shortlisting process.

Another recommendation would be to implement competency framework as an approach at CC. Rankin (2008a) advises that competency frameworks should be used as an alternative to person specifications, if not as an additional document. Competency frameworks can be either generic to an organisation or specific to job roles; the factors identified as competencies support the recruitment process by insuring the correct people with the correct skills, experience and qualifications are appointed.

Calculating the cost of turnover is a starting point of the process to manage and improve retention rates (Taylor, 2014). CC monitor the number of leavers there are per academic year and the reasons why, through exit interviews. However, there is no calculation of the indirect cost turnover has on the organisation. Indirect costs such as the administrative work involved in terminating the employee and then opening a new recruitment process and advertising, interviewing, requesting references, inputting onto the payroll system, and issuing contracts. Also, the time lost when asking a panel of managers to attend for interview is not an efficient use of their time when they are required to work on greater and more strategical matters. As well as the inefficient use of administrative duties, the frequent turnover of staff can also reduce staff morale and productivity, which effects the performance and output of work. Therefore, it would be a recommendation for the college to monitor the indirect costs of the turnover rates.

Finally, even though the HR function at the college conduct exit interviews (Evidence 2.2) with all employees; a member of the HR department will meet with the member of staff that is leaving and will have an honest question and answer session. Any matters or suggestions raised during the interview are always feedback to line managers (Evidence 2.3) they do not always implement or consider the changes. Not making the changes to the issues raised, could be a crucial factor in preventing employees from leaving. Therefore, it would be advised to chase up managers to request that they make the changes where appropriate; hopefully preventing employees from leaving in the future due to the same matter and showing the workforce that employees have a voice (CIPD, 2020).

Evidence 2.1

Value and behaviors



Evidence 2.2



Exit Interview

Name: _____ Position: _____

Carried out by: _____ Date: _____

Start Date: _____ Termination Date: _____

What did you like most about your job and why?

What did you like least about your job and why?

Was your workload fair?

Were your duties clearly defined? Is the job description accurate?

Did you receive adequate training, both on-the-job and specialised?

Any suggested improvements to the job?

How would you rate your line manager? Very good ☐ Good ☒ Fair ☐ Poor ☐

Why?

Were safety procedures properly followed?

What is your view on the pay and benefits provided by the organisation?

Why did you decide to leave the organisation?

If you are taking up another job where will you be working?

What type of work will you be doing? Why is it better?

Any other comments:

Evidence 2.3



Katy Barron

Wed 04/03/2020 09:11

To: Ashley Wallington; Allison Davies



Hi both

Following Sophia's Exit Interview she raised a suggestion that when recruiting/advertising for assessors, state on the Job Description how many students the assessors will be expected to work with so that it is clear from the start..

Thanks
Katy

Katy Barron
Swyddog AD Cynorthwy-ydd / Assistant HR Officer
Coleg Ceredigion
Campws Llanbadarn Campus
Aberystwyth
Ceredigion
SY23 3BP

01970 639 700 ext. 273

LO3

Competency Frameworks define what skills or competencies an individual or a specific role must have in an organisation (CIPD, 2020). The decision to introduce competency frameworks to the college was based on the need to only recruit the appropriate people for vacancies at the college, also ensuring that the organisation is fully equipped with the best skills; aligning with the college's behaviours, performance and strategies (Coleg Ceredigion, 2020). The frameworks will also be used for job descriptions and person specifications whilst taking into consideration current and future needs of the college. Role analysis help design the frameworks used for recruitment and selection and ensuring the competency-based interviews are structured to support the competencies stated in the specifications (Armstrong and Taylor, 2014).

The development of the competency frameworks was worked on by specific members of the HR team, Executive Director of HR, HR advisor and Assistant HR Officers. The commencement of the project began with self-researching further into competency frameworks and having discussions on how to proceed with process of introducing competency frameworks to the organisation. I was asked to assist with the implementation by gathering job descriptions and personal specifications, as well as having conversations with specific managers, which enabled me to develop competency frameworks alongside by colleagues and counterparts at Coleg Sir Gar (Evidence 3.1)

Coleg Ceredigion have no internal policies or legislations which support competency frameworks, due to the lack of using the frameworks until the recently devised project. However, I was able to conduct my own research and benchmark to gain a better understanding of the various legislations similar organisation's use in association to competency frameworks. I was able to take information from the Department for Education's Competency Framework for Governance (2017), whose legislation is aimed at schools in England, however, the strategy and principles enclosed are something that Coleg Ceredigion can take into consideration (Evidence 3.2). Competency frameworks will increase organisation and cultural awareness, as well as enhancing understanding of HR policies and procedures and their importance (Armstrong, 2006).

To implement competency frameworks in line with best practice, Armstrong and Taylor (2014) suggests following 10 steps. The first step is to establish a need and rationale for the frameworks and understand the benefits of doing so, this is followed by involvement and communication from employees and managers to help with the designing of the framework. The third and fourth step surrounds the designing of the framework; getting the project team together to research and benchmark ideas and writing clear, unbiased definitions of competency frameworks. It is important to define exactly how the frameworks are intended to be used before testing the framework with managers and employees to gain their reaction and understanding. Once the feedback has been obtained, any amendments need to be made before the framework is communicated to the workforce. It's important that line managers and HR receive appropriate training on the frameworks. Finally, evaluating and monitoring the frameworks is an important step in understanding the effectiveness of the frameworks.

When implementing a new strategy, it's important to clarify a timescale to work within to ensure every individual of the project team works towards the same goal and finishes their

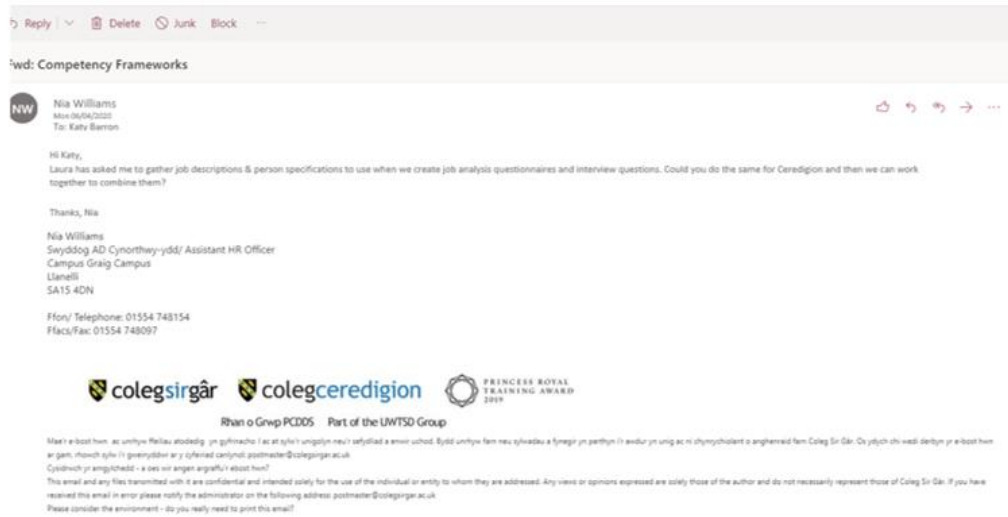
tasks in timely manner to prevent any delays or obstruction. A good way of monitoring your progress is by creating and abiding by a Gantt chart. Gantt charts are often used during project management to display activities against the time scale. I was able to assist effectively to the project by completing my individual tasks in time to work closely with my colleagues to submit and implement the competency framework (Evidence 3.3). Usually any news or information is shared with the staff in face to face meetings, therefore the competency frameworks were communicated via the weekly Tuesday staff briefings, with the opportunity to speak with their line managers and HR should there be further queries.

Due to the current circumstances we were unable to offer any training, however this will be something that the department can develop once face to face working is allowed. The final step of the Gantt chart was to monitor and evaluate the effectiveness of the framework. As the competencies have only recently introduced, it is not possible to get an adequate reading; adding to this issue is the freeze on recruitment until lockdown and working restrictions are lifted. Once this has happened, we would be able to gain a more accurate result.

Following the agreed Gantt chart in evidence 3.3 I was able to contribute to the task in an agreed and timely manner. Job analysis questions were developed and formed as questionnaires, as well as interview questions (Evidence 3.4 and 3.5), which were sent out to employees of the college to complete and return to me (Evidence 3.6). The answers gathered enabled me to work with my colleagues to combine the answers and form the competency framework (Evidence 3.7). I also received an email from a senior HR colleague thanking me for my contribution to this process; confirming I had an effective input to the plan (Evidence 3.8).

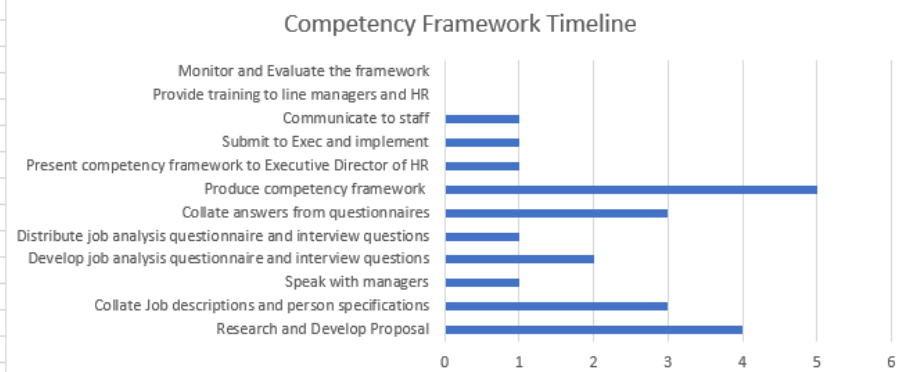
Once the competency framework was created by the team, we firstly presented the document to the Executive Director of HR who then took the framework into an Executive board meeting for discussion (Evidence 3.9). Before any new strategy can be implemented it must first meet the requirements and expectations of the Executive team. It is clear from evidence 3.9 that this was approved by the Executive members and HR were given authority to implement the effective competency framework moving forward.

Evidence 3.1





Evidence 3.3

	A	B	C	D
1	Task	Start Date	Duration (working days)	End Date
2	Research and Develop Proposal	01/04/2020	4	06/04/2020
3	Collate Job descriptions and person specifications	06/04/2020	3	08/04/2020
4	Speak with managers	07/04/2020	1	07/04/2020
5	Develop job analysis questionnaire and interview questions	09/04/2020	2	14/04/2020
6	Distribute job analysis questionnaire and interview question	14/04/2020	1	14/04/2020
7	Collate answers from questionnaires	15/04/2020	3	17/04/2020
8	Produce competency framework	17/04/2020	5	23/04/2020
9	Present competency framework to Executive Director of HR	24/04/2020	1	24/04/2020
10	Submit to Exec and implement	27/04/2020	1	27/04/2020
11	Communicate to staff	28/04/2020	1	28/04/2020
12	Provide training to line managers and HR	28/04/2020		
13	Monitor and Evaluate the framework			
14				
15	Competency Framework Timeline			
16				
17	Monitor and Evaluate the framework			
18	Provide training to line managers and HR			
19	Communicate to staff	1		
20	Submit to Exec and implement	1		
21	Present competency framework to Executive Director of HR	1		
22	Produce competency framework	5		
23	Collate answers from questionnaires	3		
24	Distribute job analysis questionnaire and interview questions	1		
25	Develop job analysis questionnaire and interview questions	2		
26	Speak with managers	1		
27	Collate Job descriptions and person specifications	3		
28	Research and Develop Proposal	4		
29				
30				

Evidence 3.4

Job Analysis Questionnaire	What are the dimensions of your job?
Job title: _____	Output or targets? _____ _____
To whom are you responsible? _____	Number of (items) processed? _____ _____
Who reports to you? _____	Number of people managed? _____ _____
What is the main purpose of your job? _____	Number of student / customers and who are they? _____ _____
To achieve that purpose, what are your main areas of responsibility? Principal accountabilities: _____ _____ _____	How does job fit in with others in the department or organisations? _____ _____ _____
Key result areas: _____ _____ _____	Flexibility / range of different tasks? _____ _____
Main tasks (what you do, not how you do it), (when you have to do it – results expected to)	

words: English (United Kingdom)

Evidence 3.5

colegsiŷgâr	colegceredigion	colegsiŷgâr	colegceredigion
Talk me through a typical day/week		How would they ensure inspirational teaching and learning in their leadership role?	
What's hard/tough in this role?		If they are developing excellent learning experiences, what are they specifically doing in their leadership?	
What's easy in this role?		What would they be doing if they are ensuring their teams have good levels of resilience?	

Evidence 3.6



colegsiargär



colegcredigion

Talk me through a typical day/week

- Manic busy, lots of interruptions. I get in at 7.45am so I can have a quiet hour to ensure I keep up with everything...
- I take one evening a week to stay late, that means I can keep on top of things
- Meetings, a lot of them...
- Planning sessions with the team
- Sharing best practice
- People interrupting and coming in with problem not solutions
- Staff concerns, dealing with disciplinary
- Lots of reactive energy, not able to best plan
- Demanding, very long week (at front end of term, running 200 different timetables)
- Start of the year is chaos, resource allocation
- After first 2 months, its then down to driving standards, then reflecting on performance, then improving and sharing
- It's a juggling act
- Information is cascaded from senior teams, we then have to act to it and communicate to our teams
- Half a day is teaching for me
- Spending time doing observations, inducting and then the review process
- We then spend time doing appraisals and developing the team based on the standards and results of pupils and their teaching styles/methods.
- Hectic - things get passed to you and have to respond and deal with quickly, then pass to the teams

What's hard/tough in this role?

- People – dealing with their responses, moans, problems
- The management of people



colegsiargär



colegcredigion

- Being clear on what you want then giving consequences
- Prioritising in the mix of a hectic schedule (time management, event control)
- Making sure you get through everything by the ned of the day (if comment- coping with the reality of that you won't)
- Managing upwards – explaining to the senior team that you haven't done something in the time allotted due to other challenges
- Having difficult conversations – saying no and explaining the reason in a supporting, fair and clear way
- Ensuring you have a positive impact on your teams – this is hard when the scope is sometime negative
- Performance management - having the early conversation and being brave to do this, it gets worse in you don't
- hr early conversation
- The sheer amount of work that we have to get through
- Coping with setbacks, dealing with the stuff that we hadn't factored for
- Adapting to constant changes
- Mental capacity – challenging to the limit, so much going on (cognitive overload)
- Teachers and students complaining
- The unknown and having to deal with it
- Lots of change and have to predict and adapt to it
- Ambiguity, what's next, security and having to maintain good levels of staff morale
- Staff not always feeling 'safe' (job security)
- Retention of good staff is a constant challenge – can we really compete with the big universities?
- Using the analytical and planning mind, when all around is chaos and reactive
- Ensuring you have lots of conversations and are not confrontational in the face of confrontation and challenge
- Ensuring you tell people what's needed and are clear on expectations and consequences (positive and negative), without upsetting them
- Coping with change, driving through change with others
- Systems not fit for purpose,, data management, this can get you down
- Unable to create space for creativity, due to pace and number of things to deliver

What's easy in this role?

Evidence 3.7

colegsirgâr colegceredigion Coleg Sir Gâr and Coleg Ceredigion Management Competency Framework After careful discussion with a range of leaders and managers across the College, a set of broad competencies were identified. This is the framework of eight competencies: 1. Providing Leadership 2. Collaborating Productively 3. Interacting and Communicating 4. Enhancing Performance 5. Organising and Structuring 6. Innovating and External Focus 7. Embracing Change 8. Developing Resilience	colegsirgâr colegceredigion 1. Providing Leadership: Focuses on leading their team forward to achieve the overall aims and objectives of the College. Engages and empowers their team members to deliver an inspirational teaching and learning environment. Positive Indicators Has bought into and shares the vision of the College with others. Helps people understand the part that they and others play in reaching the organisation's goals. Empowers people; offers opportunities and support so they can find their own solutions. ~~Reads each situation carefully and provides the best possible leadership response.~~ Is positive and purposeful, even when delivering a difficult or contentious message. ~~Uses power and authority justly.~~ Leads from the front and challenges upwards to support the team in providing an inspirational teaching and learning environment. ~~Is a positive role model for the team and across the College.~~ Motivates others to maximise their performance. Implements well thought-through decisions and plans assertively and with focus. 2. Collaborating Productively: Recognises the benefits of teamwork and cross-college working. Builds valuable relationships with a wide range of people to deliver excellent learning experience to students. Positive Indicators Uses team and cross-college working to share best practice and learn from other departments. Readily shares knowledge and experience across the College. Creates an environment of trust and openness that fosters cross-college and team
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60 & design draft"; 6,435 characters (an approximate value).

Focus

Evidence 3.8

HR Competencies2

**Laura Lucas** <Laura.Lucas@colegsirgar.ac.uk>
Thu 07/05/2020 12:16
To: Katy Barron;
Hi Katy

Thank you for your help and support with the competency framework process. Exec are happy with what we have produced and want us to proceed with the framework straight away. I will be in touch to arrange a meeting to discuss what we need to do next

Kind regards
Laura

Ymgynghorydd AD / HR Advisor
Campws Graig Campus
Llanelli
SA15 4DN

Ffon/Telephone: 01554 748145
Ffacs/Fax: 01554 748097

Work Pattern/ Patrwm Gwaith:

Monday - Tuesday 8.45 - 5.00
Thursday 8.45 -5.00
Friday 8.45 - 4.30

Dydd LLun - Dydd Mawrth 8.45 - 5.00
Dydd Iau 8.45 -5.00
Dydd Gwener 8.45 -4.30

 **colegsirgâr**

 **colegceredigion**

 **PRINCESS ROYAL
TRAINING AWARD
2019**

Rhan o Grwn PCDDS Part of the LIWTSD Group

Evidence 3.9

	A	B	C	D	E	F	K	O	P	Q	R
1	CSG/CC Executive Requests - 27 April 2020										
2											
3	Gofynnwyd gan: / Requested by:	Enw'r Maes Cwricwlwm/Swyddog aeth Gynnal: / Curriculum Areal/Support Function Name:	Natur y Cais: / Nature of Request:	Enw a Theitl Swydd y Deilydd Swydd Cyfredol (os deisir B, C neu D uchod): / Name and Post Title of Current Postholder (if B, C or D is selected above):	Disgrifiad Byr o'r Cais (dylech gynnwys teitl y swydd, graddfa, oriau, wythnosau ac ati): / Brief Description of Request (include post title, grade, hours, weeks etc.):	Math o Gontract Gofynnwyd ee. Parhaol, Dros Dro gan gynnwys hyd: / Contract Type Requested eg. Permanent, Temporary inc. duration:	Cyfiawnhad dros y Cais / Justification for Request	Patrwm Gwaith (dylech gynnwys diwrnodau a amserau ee. Dydd Llun - Dydd Iau 8.45 yb - 3.30 yp): / Work Pattern (include days and times eg. Monday - Thursday 8.45 am - 3.30 pm):	APPROVAL		
11	HR	HR	Introducing Competency Framework	NA	Individuals within the HR department have worked closely together to devise interview questions and questionnaires to gain feedback from employees. This has been used to create and ideally implement competency framework for all employees of the college.	Permanent	To ensure all employees and prospective candidates have the relevant and appropriate skills to successfully undertake their role, whilst aligning to their own and the organizational values and behaviours	NA	YES - HR to implement immediately		

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