

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources – 5CDPP

Activity 1 - Identify and collect information relating to your HR development programme, including: key components of the programme, organisational arrangements and any codes of practice and key sources of further information. You should also complete an induction questionnaire issued by your centre, which confirms your understanding of the programme.

Word Count: N/A

Student Name: Jane Sadler

Student Number: 1806991

CIPD Membership Number: 52080882

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: Jane Sadler

Date: 19 November 2018

I am currently studying a CIPD Level 5 Diploma in Applied Human Resources which is being delivered as a fully funded apprenticeship. Whilst the Apprenticeship is with Coleg Sir Gar, the course is being delivered over two years by University of Wales Trinity St Davids (UWTSD). The format of the course is that of face to face tuition and self-directed learning, requiring attendance to monthly term-time lectures with all other learning being completed at home or work. The lectures are held between 0900 hrs and 1630hrs on a Wednesday at either the Coleg Sir Gar or UWTSD Campus' in Carmarthen.

Having worked within HR for a number of years I made the decision that I wanted to support and enhance my work based knowledge with a professional academic qualification. I am aware that CIPD qualifications are valued by employers as they demonstrate a required level of understanding around Human Resources and felt that the qualification would enhance my professional credibility and equally boost my confidence. Having looked at the programme Handbook it was evident that the qualification not only looked interesting, but that the range of modules would provide relevant, practical knowledge along with the opportunity to display and develop competencies.

In order to access the Apprenticeship framework both myself and my employer were required to sign an Apprenticeship Learning Agreement (Doc 1.1) and additionally, my employer was required to sign and comply with further contract between them and B-WBL, who are a consortium of training providers who collaborate to provide apprenticeships and traineeships across Wales. (Doc 1.2). As part of the agreement my employer agreed to support me with my studies within the workplace and agreed to release me from the workplace to attend the university lectures. As part of the Apprenticeship it was necessary to complete the Wales Essential Skills Toolkit and successfully completed the Application of Number, Communication and Digital Literacy test at the required level 3.(DOC1.3, DOC1.4, DOC1.5)

At the start of the course I was required to attend an induction that covered details about the course we had enrolled on, the facilities and support available to assist us in our studies, the expectations of us as students, core text books and a library tour. As this is a professional course we were advised of the importance to not only adhere to the UWTSD Student Code of Conduct (DOC1.6) which outlined expected behaviours with regard to people, property and the university, but also the importance of adhering to the CIPD Code of Professional Conduct (DOC1.7). It was stressed that as a members of the CIPD we were obliged to uphold and maintain the CIPD Code of Professional conduct not only during our studies but more importantly in the workplace. It is evident that the CIPD code of conduct applies to all members no matter what level of membership they hold, what position they hold within a company and how small or large the company is. Some of the key points that the code outlines is that members must behave in a professional and ethical manner; pursue continual professional development in order to provide up to date information; act as a role model and comply with the law; promote appropriate people management; support the company and colleagues and in addition to states that members should actively challenge those that are engaging in unlawful or unethical conduct or behaviour.

As part of the programme we are required to become student members of the CIPD, this not only starts me on my journey with the CIPD but also allows me to access a wide range of information which can assist in assignments and work related subjects in addition to helping me progress my career as a HR professional (DOC1.8, DOC1.9) The CIPD website was promoted by the lecturer as a go-to place for up to date HR information. During the induction day we were shown a short video welcoming us to the CIPD, introducing us to the benefits of becoming a CIPD member and undertaking professional study.

During the induction day the course content was explained to us as outlined in the Programme of Study Handbook (DOC1.10). The following areas were covered;

- Introduction to the course and the method of learning ie attendance to lectures, self guided learning and on-the job learning and also the length of the course;
- Staff contact details;
- Level of study and associated terminology;
- Detailed breakdown of the 16 units (5 core units, 6 additional knowledge based units and competence based units). This included the purpose and aim of each unit and the expected learning outcomes and the number of credits per unit. The dates of each workshop with a submission date for the relevant activity was also provided (DOC1.11) as was a detailed document indicating how to manage learning of each module with respect to credits, guided learning hours and self-directed learning (DOC1.12)
- Assessment criteria and regulations and guidance around extenuating circumstances and academic appeals. This section gave detail on the internal verification process and explained that work would initially be marked by the lecturer but would also be marked by an internal verifier before the final mark is issued to ensure that the work is valid, reliable, fair and safe. It was also highlighted that there was an external CIPD moderator in order to ensure that all work was in keeping with the requirements and standards of the CIPD.
- Information regarding Moodle – the university Virtual Learning Environment and how to access it; Euroroam – wifi, Turnitin – portal to upload assignment work
- Policies – University Attendance Policy, Unfair Practise and Plagiarism, Complaints
- Information relating to the Library and Learning resources, Student Services and Study Skills

Having enrolled and commenced the course I have been able to fully utilise the Moodle platform. The quickest and easiest way to access this is from the UWTSD home page by clicking on Quicklinks (DOC1.13) . Moodle can then be accessed by clicking on the 'Moodle' tab from where it is possible to easily access the following key areas of use (DOC1.14)

- Course specific calendar showing key dates such as workshop dates and submissions dates (DOC1.15):
- UWTSD library page (DOC1.16) which in turn gives access to the online library catalogue from where you can download online books and identify which publications are available in certain libraries. The library catalogue holds literature covering a wide range of subjects included in the programme which are either in book, journal or peer reviewed article format.
- Myday – A useful page which gives access to such information as a course timetable, Office 365, student news and bulletins, regulations, and student email. (DOC1.17)

There is a wealth of help and support that can be accessed via the UWTSD website or Myday including information on how to contact IT Service Desk to provide IT support (DOC1.18), details of Student services that are available such as academic support in the form of study skills, InfoSkills sessions and also more pastoral care such as wellbeing and financial support (DOC1.19). Having

accessed IT services via email I found that they resolved my problem successfully and within a short space of time.

Within Moodle there is very course specific information such as the contact details for the lecturer which is useful in the case of a distance learning course (DOC1.20) as there is a limited amount of classroom time where you can speak with the lecturer. In addition to the designated lecture times the lecturer has provided timeslots for optional tutorials to provide additional support if required. This can be in the form of a face to face meeting at the campus or via phone.

In addition to generic information relating to referencing and title pages for assignments there is also very specific details relating to each individual module. It is easy to access the module information by clicking on the relevant tab (DOC1.21). Once this has been accessed there is a vast array of module specific information (DOC1.22) such as the purpose and aim of the unit, the expected learning outcomes, details of the activities and marking criteria, in addition to mandatory and recommended reading, links to relevant websites, details of information that must be completed to form part of the assignment, copies of slides from the respective lecture and also the links to Turnitin. This is extremely useful in ensuring that you have sufficient knowledge to understand the module fully and to be able to successfully answer the set assignments.

During the induction day student representatives were elected to feedback any concerns to the lecturer and we were encourage to set up a student Whats app group in order to communicate with each other and share information. We were also asked to create a Linked In profile and link to the lecturer as she advised us that she frequently posted module relevant articles on Linked In. During the library tour we were issued with a Library Passport which enables us to borrow books from other libraries including the Pembrokeshire College Library which is geographically better suited for me in the event that lending cannot be extended beyond three weeks. (DOC1.23)

To ensure full understanding of the key elements that had been covered during the day I was required to complete an induction questionnaire which was signed by both myself and the lecturer. (DOC1.24)



Llywodraeth Cymru
Welsh Government

Apprenticeship Learning Agreement

To be completed by the provider

This agreement made on 10/9/18 (date Apprenticeship commences)
between Jonathan Langmead (the employer representative)
of Puffin Produce Ltd. (the name of the company)
at Withybush Trading Estate, Withybush Road (the address of the company)
and Jane Sadler NX026940C 112 Vernon Road West, St Albans, Herts. (the apprentice and N.I number) and
Coleg Sir Gâr (the delivering provider) and
B-nwl (the contracted provider) to study

Applied Human Resources (specify skill, trade or occupation of the Apprenticeship) following the
CIPD Apprenticeship Framework* at current level 5, expected to progress
to level _____. Expected final completion date is _____. 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: Langmead Date 10/9/18
The apprentice: Beccal Date 10/9/18
The provider: A. Wynn 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 other 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.





CONTRACT BETWEEN PLACEMENT EMPLOYER AND B -WBL

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

Poffin Produce Ltd - Jonathan Longmead. (Employer's Name)

in respect of work-based training for:

Jane Sadler. (Learner's Name)

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

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

Signed and a copy received by:

Jonathan Longmead
PLACEMENT EMPLOYER
A. Williams
TRAINING ADVISER

Date: 10/9/18.

Date: 10/9/18.

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

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

Confidential

Application of Number 2015

Learning record: Jane Sadler

Initial assessment

Your result: Level 3

Date completed: 26 Sep 2018

The results show that you were assessed in Application of Number at Level 3.

Total time taken: 2 hrs, 8 minutes

Your profile

	E1	E2	E3	L1	L2	L3
Application of Number	→	→	→	→	→	→
Using Data	→	→	→	→	→	
Whole Numbers	→	→	→	→	→	→
Fractions, Decimals and Percentages	n/a	→	→	→	→	→
Measures, Money and Time	→	→	→	→	→	→
Shape, Space and Position	→	→	→	→	→	→
Proportion, Ratio and Scale	n/a	n/a	n/a	→	→	→
Formulas and Equations	n/a	n/a	n/a	n/a	→	→
Key Statistics and Probability	n/a	n/a	n/a	→		

n/a

These skills are not assessed at this level



You have skills at this level



This is the highest level at which you have shown skills

You have not reached this level

Next steps

- You should be able to do an Application of Number programme at Level 3.
- Your learning plan can help you improve your skills in these areas:
 - Using Data

Communication (English) 2015

Learning record: Jane Sadler

Initial assessment

Your result: Level 3

Date completed: 27 Sep 2018

The results show that you were assessed in Communication (English) at Level 3.

Total time taken: 1 hr, 21 minutes

Your profile

	E1	E2	E3	L1	L2	L3
Communication (English)	→	→	→	→	→	→
Speaking and Listening	→	→	→	→	→	→
Reading	→	→	→	→	→	
Read and understand words	→	→	→	→	→	
Read and understand text	→	→	→	→	→	
Read text to find information	n/a	→	→	→	→	→
Writing	→	→	→	→	→	→
Write relevant and appropriate text	→	→	→	→	→	→
Spell correctly	→	→	→	→	→	→
Punctuate correctly	→	→	→	→	→	
Key Use correct grammar	→	→	→	→	→	→

n/a

These skills are not assessed at this level



You have skills at this level



This is the highest level at which you have shown skills

You have not reached this level

Digital Literacy

Learning record: Jane Sadler

Initial assessment

Your result: Level 3

Date completed: 27 Sep 2018

The results show that you were assessed in Digital Literacy at Level 3.

Total time taken: 50 minutes

Your profile

	E1	E2	E3	L1	L2	L3
Digital Literacy	→	→	→	→	→	→
Digital Responsibility	→	→	→	→	→	→
Digital Productivity	→	→	→	→	→	→
Digital Information Literacy	→	→	→	→	→	→
Digital Collaboration	→	→	→	→		
Digital Creativity	→	→	→	→	→	→
Key Digital Learning	→	→	→	→	→	→

n/a

These skills are not assessed at this level



You have skills at this level



This is the highest level at which you have shown skills

You have not reached this level

Next steps

- You should be able to do a Digital Literacy programme at Level 3.
- Your learning plan can help you improve your skills in these areas:
 - Digital Collaboration



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



SE1: Student Code of Conduct

Introduction

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

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

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

General Principles

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

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

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

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

Definitions

Consent	a person consents if they 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

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.

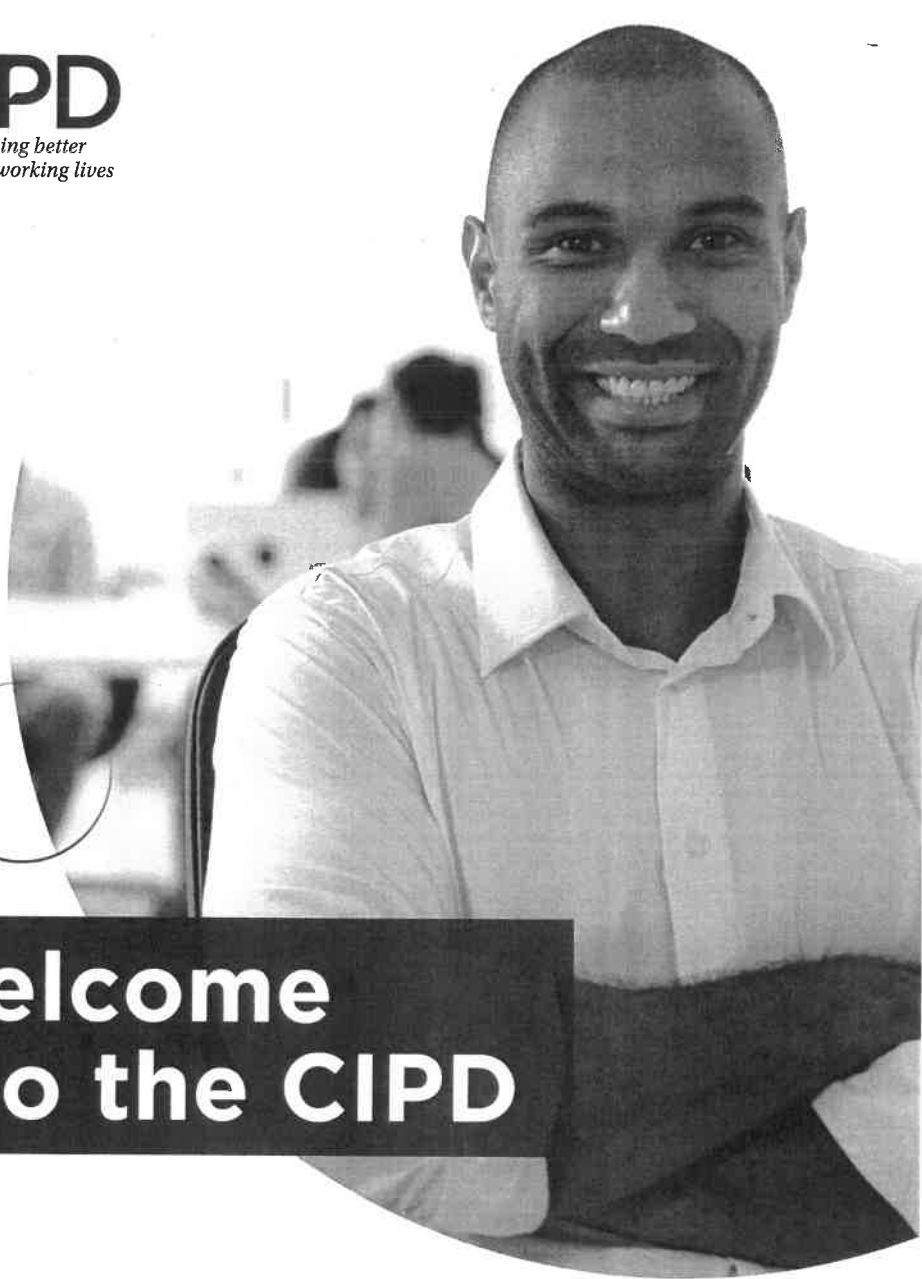
4 Stewardship

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.

CIPD

*Championing better
work and working lives*



**Welcome
to the CIPD**

Use your Student membership to work smarter ►►

Welcome

Congratulations on joining our worldwide community of more than 140,000 HR and people development practitioners. This is the start of a rewarding partnership through which we'll support you to learn and develop, connect and share, and even help shape the future of our exciting profession and of the world of work.



How we see our purpose as a profession – to champion better work and working lives – has never been clearer, and the opportunity to make a difference has never been greater. There are many influencers of change in today's world, and we need to play our part in shaping the future of work with confidence and credibility. This means investing in our own professional development to keep skills and knowledge current, and being willing to stand up for what we believe in.

Your Student membership not only demonstrates commitment to our Code of Professional Conduct and internationally respected standards for HR and L&D, but also gives you access to a wide range of resources and networks that will help you grow as a professional and make a positive impact in your work and studies.

Within this booklet you'll find tips and advice on making the most of your CIPD Student membership and in working smarter. Discover time-saving and effective ways to **stay sharp, connect, inspire, innovate, lead, support, excel** and **continue your professional development**.

We hope this will be the beginning of a long and rewarding connection and engagement for you with us as your professional body, and for the recognition and growth of your professional career.

Peter Cheese Chartered FCIPD
Chief Executive, CIPD

PS Share your new membership status using **#CIPDmember** / **@CIPDstudent**

Get started – your checklist

- Register now for your online account
- Sign up to email news
- Join online communities
- Follow the CIPD on Twitter, Facebook and LinkedIn



How to work smarter using your CIPD membership

Stay Sharp

With the latest HR and L&D resources always at your fingertips

You need to stay up to date with a fast-changing profession. We email you the latest relevant news and continually add resources to the Student Resources hub and Knowledge hub.

Work smarter by being one step ahead, informed and more productive.



Register now for your online account to access all your member benefits. Activate your email preferences to ensure the latest updates are delivered to your inbox – your monthly dedicated *Student Update*, plus *CIPD Update* and *In a Nutshell*...



Log on anytime to access leading-edge resources, including over 240 business and HR and L&D journals, plus research updates, policies, factsheets, podcasts and blogs.



Use the wealth of resources to gain peace of mind that you're producing first-class work for your studies and making the best decisions for you and your organisation.



Get confidential assistance with HR legal issues using our free helpline.



Connect

Our network is now your network

Tap into our growing and vibrant membership base, including 17,000 CIPD students. Connect online or face to face to discuss issues that matter to you.

Work smarter by exchanging opinions and sharing knowledge with studying members and the wider HR and L&D community.

- Connect via our social media platforms (LinkedIn, Facebook, Twitter) and online forums using your membership login.
- Contact your local CIPD branch to discover the networking and learning opportunities in your area. Branches are run by volunteer ambassadors throughout the UK and Ireland, exclusively for our members.
- Pay lower prices for top CIPD events, including regional Student Conferences. Hear from influential practitioners and enjoy practical learning and networking.



@cipd www.twitter.com/cipd



www.facebook.com/CIPDUK



www.linkedin.com/company/cipd



Inspire

Your membership confirms your professionalism

Organisations really value the CIPD, and being a Student member is a true mark of professional commitment.

Work smarter by raising your profile in a competitive workplace.

- Once you qualify, you'll automatically upgrade to Associate, a professional level of membership with **Assoc CIPD** after your name. Gain instant respect when displaying your internationally recognised designations.
- Enhance your credibility, relevance, professionalism and job satisfaction. Your membership conveys capability, and our tools and resources will help you work quicker and smarter.
- Inspire confidence with employers, clients and peers – and future employers. Be well placed to take on more responsibility to build your skills, reach your potential and increase your earning potential.
- Work towards moving up through our membership grades as your career develops. Coupled with your highly regarded qualification, you'll really make an impression.





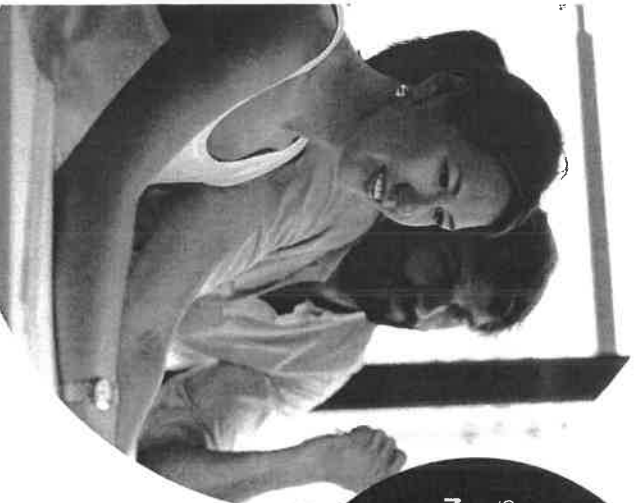
Innovate

Adopt a proactive approach for organisational success

Your exclusive opportunities and resources will enable you to implement robust strategies and tactics across a range of HR or L&D areas.

Work smarter by taking inspiration from the best in the profession and applying to your studies and own thinking.

- Use member resources from the online Knowledge hub and Student Resource hub (such as case studies, factsheets and policies) to approach qualification coursework with confidence and creativity.
- Make the most of your networking opportunities. Engage with a growing professional and student community for tips, ideas and support to enhance your performance at work and in your studies.
- Invest reading time in the award-winning *People Management* magazine (in print, app or online) for inspirational thought leadership, or to find your perfect HR or L&D job.



Smart tip

CIPD Student members receive great discounts on business and leisure services through **CIPD Member Rewards**. These include cash back on shopping, dining out, holidays and travel, gym membership, insurance and more.

Lead and Support

Be an ambassador for great HR and L&D

As a CIPD member, you're committed to upholding our Code of Professional Conduct. This demonstrates that you maintain the high standards we set, at all stages of your career.

Work smarter by living the CIPD's values and gaining recognition.

- Use the Code of Professional Conduct to guide decision-making, lead by example and challenge poor behaviour with confidence and credibility.
- Be proud of your community and encourage other professionals to join and enhance their career with CIPD membership. Contribute to forums and networks – the more you put in, the more you'll get out!

The Continuing Professional Development (CPD) scheme is a great way to invest in yourself and an important membership requirement.

Read more on page 8 ►

*Adam Connell Assoc CIPD
(former Student member)
Area HR Manager, Sainsbury's*



Continue your Professional Development

Make a lifelong self-investment by managing your own professional growth

The CIPD sets high standards of entry for members and requires a firm commitment to continuing professional development (CPD) and lifelong learning. Many employers now value 'learning agility', so the ability to manage your own professional growth is seen as a key strength. As your career partner, we provide lots of support for you.

CPD is essential and you may be asked to submit evidence, but it's flexible, and your approach will be personal.

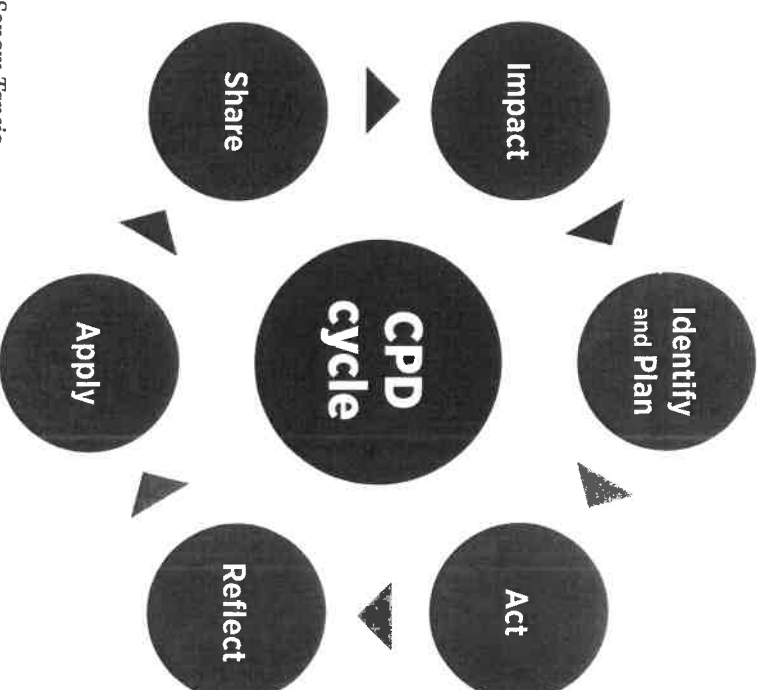
Work smarter by using our tools and resources to build purposeful learning into your professional life.

- Identify your strengths and areas for development using My CPD Map to plot your personal development through the CIPD Profession Map.
- Use the 7-step CPD cycle (see opposite), to know where you are now, where you need to get to, and how to measure the impact of your learning.
- Remember to make it **your** CPD: individual to your needs and an investment in yourself, wherever you are in your career.
- Tackle work and coursework challenges more creatively, with confidence.
- Enhance your reflective learning approach to maximise opportunities and put the right knowledge and skills into practice. This is particularly useful while gaining knowledge through your studies.

Feel inspired
Hear how other HR professionals approach their CPD on our website



7-step CPD cycle



Sonam Taneja
Assoc CIPD
(former Student member)
HR Generalist
and Volunteer



The focus of CPD is on **results**. Evaluate every piece of learning with this question:

How might this help me in my work?

Smart tip

Excel

Develop a first-class career

The CIPD is your career partner throughout your studies and beyond. Whichever organisation you work for, now and in the future, our exclusive member resources will help increase your employability and earning potential.

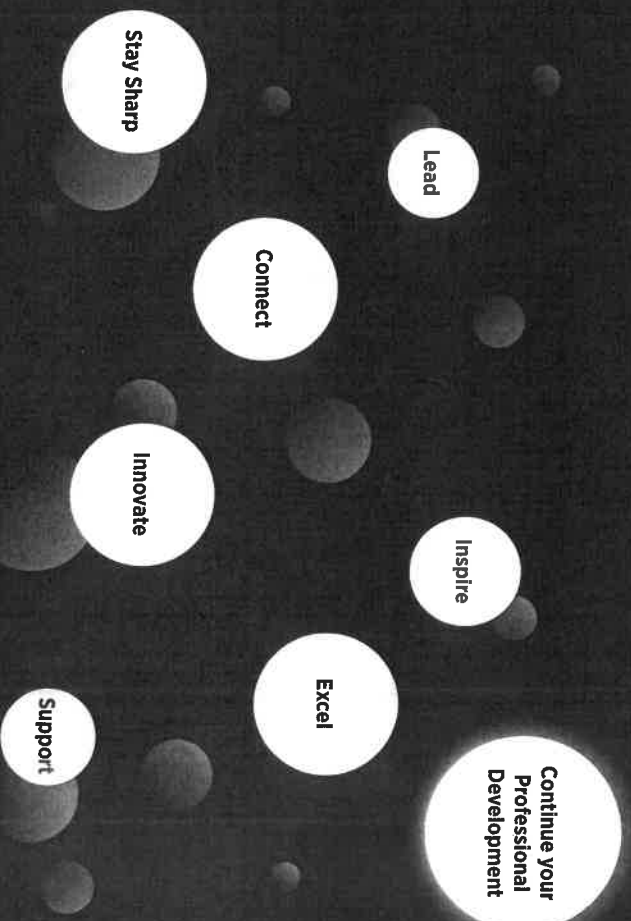
Work smarter by using professional development tools to navigate your career path and take actionable steps to excel.

- Explore and use the Career hub for handy resources, including career webinars, CV builder and interview simulators – particularly useful for seeking promotion or a new work challenge after you qualify.
- Assess your capabilities and get recommendations on what you need to know and do, using the CIPD Profession Map.
- Identify your strengths and areas for development using My CPD Map.
- Use our mentoring service to get valuable and confidential guidance from experienced HR and L&D professionals who have been in your position, and excelled.



Work smarter with CIPD Student membership

CIPD membership is more than a card and number – it's a direct route to **working smarter**. By activating and using your exclusive benefits and connecting with a vibrant community of over 140,000 professionals worldwide, you can:



cipd.co.uk/student-welcome



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

2017-2018

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INTRODUCTION

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

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

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

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

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

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

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

ABOUT THIS HANDBOOK

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

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

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 responsibility 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 21st February 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.

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 on a set day every week with additional skills workshops throughout the year to meet these requirements.

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

COURSE DURATION

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

Induction	28/02/2018
Term 1:	28/02/2018 – 29/03/2018
Term 2:	16/04/2018 – 22/06/2018
Term 3:	17/09/2018 – 21/12/2018

The course will be delivered through 16 units over two years. The length of the block of teaching per unit will depend on the number of CIPD specific credits afforded to the unit. Details of the units are supplied later on in the handbook, and will be accessible on Moodle.

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

Year 2:

10. Contributing to Employee Engagement in the Organisation
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	11/5/18	Portfolio of Evidence
Understanding the Business Context of HR	4	6/7/18	Written report, analysis notes
Using a Research Approach in HR	4	20/4/18	Written response, research report
Understanding the Contemporary HR Function	4	8/6/18	Slides and notes pages
Understanding Employment Law	6	19/10/18	Written answers to questions

Group A Units	Credits	Assessment Submission Dates	Method of Assessment
Understanding Resourcing and Talent Planning	4	TBC - 2019	Written answers to questions
Understanding the Link between Individual and Organisational Performance	4	7/12/18	Slides and notes pages
Understanding Employee Engagement	4	TBC - 2019	Briefing paper
Understanding the Management of Employment Relations	4	16/11/18	Written answers to questions
Understanding Coaching and Mentoring in the Organisation	4	TBC - 2019	Briefing paper
Understanding the Management of Change	4	TBC - 2019	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	TBC - 2020	Portfolio of Evidence
Contributing to Improving Organisational Performance	8	TBC - 2019	Portfolio of Evidence
Contributing to Employee Engagement in the Organisation	8	TBC - 2019	Portfolio of Evidence
Contributing to Coaching and Mentoring in the Organisation	8	TBC - 2019	Portfolio of Evidence
Contributing to the Management of Change	8	TBC - 2019	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

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 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/>

Timetable – CIPD Diploma in Applied Human Resources 2018-2020

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

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

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

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Category: The Faculty of Business and Management

Course completion

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Library resources

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Follow UWTSO Libraries on

The Library and Learning Resources service of the University of Wales Trinity Saint David aims to support all members of the University by providing information services of a high quality and by meeting the learning resource needs of all its students, staff and researchers.

Visit us for help with finding information both online and in print, to access a PC or to find a place to study.

Our Libraries offer a range of study spaces to suit your needs and our friendly and knowledgeable staff are on hand to provide guidance and support.

The Library and Learning Resources service operates on the [Carmarthen, Lampeter, London and Swansea](#) campuses.

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Students of UWTSO and Coleg Sir Gâr can access a wide range of resources from our online library, including e-books, e-journals, specialist databases, online newspapers and much more. We are also able to provide access to online resources for students at partner institutions.

UWTSO and Coleg Sir Gâr HE Students

Choose a link below to explore the online resources available.

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myday

UWTSD My Day - myday

https://uwtst.sharepoint.com/sites/info/Pages/Help%20Advice.aspx

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To set your profile photo and receive reminders, go to Mail and set the time zone for your calendar.

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Academic Support

From specialist library staff to support lecturers and your peers, there are plenty of people outside of your faculty to guide you through your studies at UWTSD.

Make the most of the opportunity to enhance your academic skills. Find out more:

Study Skills

InfoSkills Sessions

PASS Scheme

Finance

Money can be a source of concern for many students, but there are lots of ways we can support you.

Find out about bursaries, scholarships, and other ways we can help.

Scholarships and Bursaries

Financial Advice

Student Finance

Student Support

Whether you have a disability, a mental health diagnosis, or just need to talk to somebody, the Student Services team can support you while you're a student at UWTSD.

Course: CPD Diploma in A...

https://moodle.uwts.ac.uk/courses/view.php?id=3461

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Example Title Page for Assessment Activities

Link to Guide on Word Referencing Tool

3 Oct. 16:21

Julie Thomas

New Venue - Workshop on

17th October 2018

Older topics ...

Jane Sadler

Understanding the Business...

Understanding the Contemp...

Developing Professional Pra...

Using a Research Approach i...

Understanding Employment...

Contributing to Employee En...

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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.

Assessment Activity for SCDDP Developing Professional Practice in HR ✓

Additional Guidance - Assessment Activity SCDDP ✓

Mark Sheet for Assessment Activity ✓

Learning Plan for Developing Professional Practice ✓

Reading List for DPP ✓

This is the recommended reading list for a similar level 5 CPD unit of the same name.

Development Plan Template ✓

Development Record Template

Evidence Matrix for Port-folio

Induction Questionnaire (relevant for assessment activity)

The CPD HR Profession Map

Eight behaviours Ten professional areas Four bands of professional competence

© CIPD 2016

Link to CIPD Profession Map on CIPD Website (Mandatory reading) ✓

Link to Professional Standards section of CIPD website (Mandatory reading) ✓

CIPD Statement on Continuing Professional Development (CPD) - Mandatory reading ✓

Chapter on Effective Teambuilding and Communication (Mandatory Reading) ✓

Please read in preparation for your assignment.

https://moodle.unsw.edu.au/course/view.php?id=3454

Course: CPD Diploma in A... Search...

Home My Modules Module Archive English (en)

Learning Styles Questionnaire (Mandatory Task)

Communication Effectiveness Questionnaire (Mandatory Task)

You can use this questionnaire as a self-assessment or by giving it to someone who works with you for some feedback on your communication skills.

Discover your Conflict Styles Questionnaire (Mandatory Task)

How to Write a Project Charter - 10/11/18

Link to Horn (2009) Sample Chapter on Organising Life and Work (Mandatory reading)

Acting Politically - Resources

Please read Roy Horn (2009), The Business Skills Handbook, (Chapter on Working in Teams) for more information on political behaviour in teams (managers need to be aware of it, manage it but avoid being part of it), and also the attached article by Chris Rodgers whose view is that managers need to act politically to effect successful change.

Link to CIPD Podcast - Building the Best Team (Recommended for self-directed learning).

Link to blog on Teamwork on Science for Work Website (Recommended for self-directed learning).

Peer Reviewed Article - Evidence Based Approaches to Improving Teamwork (Recommended Reading)

Article on Teamwork in Care Homes (using Belbin Team Roles) - Recommended Reading

Article 'When Four Worlds Collide' on Teamwork/Leadership using Tuckman, Belbin. - Recommended Reading

Active Listening Questionnaire and Explanation (Recommended)

CIPD Principles (<https://www.cipd.co.uk/news-views/future-profession/principles>)

Our professional principles for better work and working lives

Simple truths

- Work can and should be a force for good – for organisations, workers and the communities, societies and economies they're part of.
- Good work is purposeful: it is designed to help everyone use their skills and talents effectively and find personal meaning in the work they do.
- Good work is safe and inclusive: it recognises contribution in a fair manner and values human connection.
- Good work exists for the long-term benefit of individuals, organisations and society, and balances economic needs with social accountability.

People matter

- People are fundamental to businesses and organisations; they are unique and worthy of care, understanding and investment.
- People should have access and opportunity to work, and be provided with the support, development and resources to be effective in turn; individuals have a personal responsibility for their work, development and behaviour.
- People deserve to be treated fairly and have a meaningful voice on matters that affect them, in addition to their rights and protection under law.

For people who matter

For the people profession this means:

- being ambassadors for the profession by acting with integrity and championing better work and working lives in all we do
- a commitment to continually develop, and to make decisions which are principles-led, evidence-based and outcomes-driven
- bringing our expertise on people, work and change together with our understanding of how business creates value for all, to balance the risks and opportunities inherent in any organisation
- understanding the implications of our decisions beyond the interests of our own organisations, for the good of wider society.

Blog - Review the Effectiveness of a Learning Intervention

Final Port-Folio of Evidence

Please scan your full port-folio and submit it via this link. Scanned files will not show a similarity score.

Separate Turnitin Link for Activity 2

Please upload your written report for activity 2 here (1000 words).

Separate Link for Activity 4

<https://moodle.unsw.edu.au/mod/resource/view.php?id=14303> for Activity 4 (1000 words) here.

Draft Link for Activity 2

Please only use this link if you want to check your similarity score.

Draft Link for Activity 4

Please only use this link if you want to check your similarity score.

Answers to Case Study (First Direct)

Workshop Slides - 17th October 2018

- Adding Value NPT Council Example.pptx
- DPP Chapter 4 Oct 18.pptx
- DPP Chapter 6 Oct 18.pptx
- DPP Session 1 Oct 18.pptx

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Induction QuestionnaireDiploma in Applied Human ResourcesSeptember 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Monthly, Weds-term time. 9.30-4.30 Pibwrlwyn campus -
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	19 Sept - 12 Dec 2018 16 Jan - 3 July 2019 18 Sept - 11 Dec 2019
4.	What is Moodle?	Online portal for accessing services, email, IT, info
5.	What is Eduroam?	WiFi
6.	What is Turnitin?	Portal to upload assignments
7.	Do you know when you are required to hand in work?	Yes
8.	What is the core text for this programme?	Studying HR mgt Human Resource mgt
9.	Do you know how to access the library catalogue?	uwstul - via moodle
10.	Do you know who to go to if you have a question/concern about the course?	Julie Thomas / Alison Williams Student Reps.
11.	What is the name of the Training Adviser?	Alison Williams
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	Yes
14.	Do you need to be a member of the CIPD?	Yes
15.	What support is available for study skills?	moodle Library Catalogue Linked in Student services Course tutor.
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 YRS
19.	Have you been given access to the student handbook and time-table?	Yes
20.	What academic level is this qualification?	LS Undergraduate

Name: Jane Sadler

Signed:

B. Sadler

CIPD Membership Number (to be added when available):

Signature of Lecturer:



Date: 17/10/18

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources – 5CDPP

Activity 3 - Collect and present a range of work-based evidence which reflects your ability to:

- plan, implement, monitor and evaluate work projects;
- apply basic techniques for analysing and resolving problems;
- apply basic methods for influencing, persuading and negotiating with others.

Word Count: N/A

Student Name: Jane Sadler

Student Number: 1806991

CIPD Membership Number: 52080882

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: Jane Sadler

Date: 19 November 2018

3.1 – Plan, implement, monitor and evaluate a work project.

Johns & Perkins, 2016 identify that a HR Manager should be able to manage projects whether it be over an extended period of time or a relatively short period of time. They outline five key stages within the project management process which should be completed, those being initiation, planning and design, execution, monitoring and controlling, completion. One project that I have undertaken is that of developing and implementing a management development programme for three tiers of management within the Company (Puffin Produce Ltd). This was a long term project and for the purpose of this exercise the latter stages of the project process are focused on the top level course called 'Leading at Puffin' although the same process was followed for all three levels of programme. In order to map progress I used a Gantt chart, the parameters of which did alter over time due to changes in situation. (DOC 3.1.1)

Initiation

The Company has undergone a period of relatively fast expansion over the past 8 years with much of the management level recruitment coming from within the business. Whilst this is a positive from a development perspective we found that the vast majority of new managers were very young, had limited life experience, in addition very little experience in managing people. This manifested itself in a number of negative ways such as poor communication, the inability to delegate and manage difficult situations and an overall lack of self-awareness when communicating with others which was effecting the morale of the teams. Myself and the senior management team, held a meeting to discuss some of the problems that we were facing and to decide on some interventions that we could put in place to resolve some of the problems. At the meeting the decision was made to investigate the possibility of offering all of our managers' formal management training. At this point we had recently launched our new Company values and behaviours and there were discussions as to whether this should be included in the training making it a bespoke course or whether we should opt for an 'off the shelf' option.

Planning and Design

There was very strong opinion that we should utilise the trainer that had helped us develop the Values and Behaviours and that the training should be an ILM programme preferably in the form of an apprenticeship. The key points that needed to be established at the first stage of the planning was to understand if our preferred trainer could deliver ILM apprenticeships as this may have an impact on our choice of programme. I spoke to the trainer who advised me that he was not ILM accredited therefore could not directly deliver the course, but suggested that he could possibly work in conjunction with Call of the Wild (CoW), a training provider that we had used in the past to deliver an ILM programme.

I arranged a telephone call with CoW and was advised that they could deliver various level ILM apprenticeships which were fully funded and that there was a possibility that our preferred trainer could deliver the course. An outline of the L5 Apprenticeship programmes was sent through for me to review. CoW advised me that the apprenticeships would require delegates to undertake a number of written assessments and also complete the Wales Essential Skills Test if they could not evidence prior completion of English, Maths and IT to Level 3. I was advised at the time that non-UK school qualifications would not be accepted. During this conversation they advised that they could develop bespoke courses which would be aligned with the ILM but that there would be a cost attached to this.

I then spoke to a number of staff at various management levels within the Company to get their thoughts on training programmes. From the feedback I was able to identify some very strong points that needed to be considered. I also felt that it would be greatly beneficial to introduce the Values and Behaviours through the stages of training as it would help in embedding them within the Company.

I collated evidence from my communication with the trainer, training provider and colleagues and met again with the Senior Management Team to discuss my findings. (DOC3.1.2) From that meeting it was decided that there was no flex on the requirement to have our trainer of choice which limited our choice of training provider to Call of the Wild if we wanted to deliver an ILM qualification. Whilst the apprenticeship route was fully funded we decided to follow a bespoke route if it could be accredited with the ILM as suggested by CoW. This decision was taken due to the inability to align the apprenticeship with the company values and behaviours; an element that was felt to be vital, and also took into account the concerns of the colleagues who would be undertaking the programme. However, I was tasked with trying to source a funding stream that would contribute to the cost of the bespoke programme, although it was agreed that if no funding stream was available then the company would be prepared to pay the full cost.

I collated some evidence from colleagues and their managers to identify areas of development where they felt training would be beneficial. In addition to this I spoke with our training supervisor who had been facilitating some in house training sessions to understand if any relevant areas had been highlighted in these sessions. I met with various managers to discuss who in their teams would be nominated to attend the courses in order to establish an idea of delegate numbers. This information was documented and presented in a meeting that I arranged (DOC3.1.3) with the trainer and representative from Call of the Wild. (DOC3.1.4). It was agreed at this meeting that we would have three levels of training, Team Leading at Puffin, Managing at Puffin and Leading at Puffin but all three courses would follow the same themes throughout and would be aligned to the Company values and behaviours. We established that written work required to be completed by the delegates would be kept to a minimum and that the final assessment would be in the form of a group and individual presentations. As part of the programme focus was on improving communication and relationships, we agreed that in between the training days there would be a requirement for the delegates to meet up in peer learning to discuss progress on tasks or reflect on what they had learned during the formal sessions. The decision was made that the programme would be created in such a way that it could be endorsed by the ILM and on this basis certificates could be issued to successful candidates from the ILM whilst fulfilling all of our training needs.

Further meetings and telephone conversations were held over a period of a few months with the trainer and training provider to discuss the content and structure of the three programmes, starting with an initial meeting where the first draft course outline and length was discussed. (DOC3.1.5, DOC3.1.6, DOC3.1.7) On the basis of these discussions the trainer then started to develop the programmes in more details. I was at the same time engaged in conversation with CoW establishing cost of planning and delivery of the programme and communicating this the Finance Director and Managing Director. (DOC3.1.8, DOC3.1.9)

I managed to identify a possible funding stream that could support 50% of the cost of the programme and arrange for WAG representatives to attend a meeting to discuss the options available (DOC 3.1.10). This meeting was positive and it was confirmed that our bespoke training programme could be supported by funding under the Skills Development Plan and that in order to apply for the funding we needed to complete an application. The Finance Director and I completed

the application form (DOC 3.1.11) and submitted it with the funding being granted on the understanding that all training had to be completed by the end of March 2019. (DOC3.1.12)

Execution

Once funding had been secured and the trainer understood the company requirements of the course and was working on the detail of the course content, I proceeded to schedule dates for the training to be delivered. I contacted delegates advising them of the up and coming course and asked them to confirm their availability over the next few months in order to ensure maximum attendance(DOC3.1.13) the results of which were plotted in simple excel spreadsheet and compared to the trainer availability (DOC3.1.14) to establish suitable dates. Once I had identified dates, taking into account a break of approximately 4 weeks between each session, I confirmed these with the trainer and sent out calendar invites to all delegates (DOC 3.1.15), the first session moving to the 18 May 2018 with the last session being on the 23 November 2018. I then booked training venues and refreshments for each training day taking into account any specific activities that were being done ie is outdoor space required, size of room, facilities available, costs and dietary requirements.(DOC3.1.16) This involved a vast amount of communication with the various venues from initial contact through to completion of credit account forms (DOC 3.1.17, DOC3.1.18, DOC3.1.19, DOC3.1.20,DOC3.1.21) This information was then communicated to the delegates and the trainer. In addition to this I diarised the dates that the Managing Director and Finance Director were required to attend sessions and outlined what was required of them.(DOC3.1.22).

Monitoring and Controlling

During the course I had frequent conversations with the trainer and delegates alike to understand any positives and negatives that were arising. This was, on occasion, requested and responded to via email. (DOC3.1.23) . Any relevant delegate feedback was then passed to the trainer normally via telephone call or face to face before the training sessions. I monitored attendance on the courses to highlight the levels of engagement, this was not documented but was a live process due to small numbers of delegates from a single site. Happily there was 100% attendance throughout.

During the delivery of the Leading and Managing at Puffin based on feedback from the delegates we did make some changes to the Team Leading at Puffin courses, removing some of the management theories and just focusing on those that the higher groups had identified as most useful. As a result of the feedback The Myers Briggs model was also added to the Team Leading programme as the two higher levels had both identified this as very useful and relevant to their day to day interactions with colleagues.

Completion

The final session was due to take place on the 23 November but due to the trainer not being available at short notice I had to reschedule the session to the 4 December which involved cancelling the existing venue, catering and booking for dinner and re-booking at two alternative locations due to lack of availability at the initial venues. At the final session the delegates will present their group business projects and individual reflection to the Company Directors, the trainer, the assessor from

Call of the Wild and I; followed by an evening dinner where we will present the delegates with their certificates.

In order to evaluate and review the training a feedback questionnaire has been designed based on a variety of elements such as venue location, the effectiveness of peer learning groups, the impact of the various elements of the course and the effects of the course on the individuals behaviour, the way they interact with others and the business. (DOC3.1.24). This will be distributed after the final presentations via Google Docs with an email being sent to all delegates containing the link. I hope to continue using this programme to develop our managers over the next few years and will use this more detailed feedback to evaluate the success of the programme and review the programme content overall enabling me to make any necessary amendments, ensuring that future training is as effective and relevant as possible going forward.

Bibliography

Johns, T. & Perkins, G., 2016. *Studying Human Resources Management*. 2nd ed. London: CIPD.



Notes for Training meeting

Training options

Richard is not ILM accredited so cannot deliver ILM courses of his own back however could work in conjunction with Call of the Wild who can deliver ILM L3-5 apprenticeships.

Call of the Wild can also create bespoke programmes which can be aligned to ILM and be approved by the ILM although there would be a cost attached to this.

Various other training providers locally that can deliver ILM apprenticeships

Apprenticeship

Fully Funded programme with no cost to Puffin

Over a period of 12 months + depending on level.

Written assessment

Visits from assessors during work time, no classroom based activity

Requirement for essential skills

Benefit with regard WAG grant applications

Cannot align with Company V's and B's

Majority is self-driven learning

Bespoke training

No funding available . Cost dependant of length of programme and delivery time est £25K

We can define length of programme

We can define how assessments are done ie reduced or no written assignment

Can align with V's and B's

Can be designed specifically with our managers needs in mind

Number of managers will need to be out of the business for a day at a time

Learning intervention with element of self/group driven learning

Colleague Feedback

Our eastern European colleagues were very concerned about their level of English with regard to written assessment and undertaking any complex reading;

All colleagues were concerned about the amount of time it would take to complete assignments outside work as they already did fairly long shifts and felt this would impact on homelife;

Everyone that could not evidence Level 3 in maths, English and IT was reluctant to have to complete this element;

Everyone felt that a formal ILM course would have more kudos than a bespoke 'Puffin' course;

Everyone was keen to do training in order to develop their skills;

Colleagues were less enthusiastic about a course that spanned 12 months or more, favouring one that was much shorter;

Meeting notes – 15 November 2017

In attendance:

Jane Sadler

[REDACTED] – Trainer/Facilitator

[REDACTED] – Call of the Wild

Initial indication of staff to be trained

Senior Managers

[REDACTED]

Managers

[REDACTED]

Planners/ Supervisors

[REDACTED]

Line Leaders/Snr QC

[REDACTED]

Key areas training identified by delegates

Managing projects in an organisation
Understanding financial management/Making a financial case*
Analysing and Interpreting Statistics to inform Management decisions
Making professional presentations
Assessing your own leadership capability and performance*
Knowledge and Information Management
Understanding the skills, principles and practice of effective Management, coaching and mentoring*
Delegating authority in the workplace*
Developing people in the workplace*
Developing your leadership styles*

Those highlighted * were also selected by Huw and Jon.

Areas of weakness identified through group sessions and observation

Weekly group training sessions have been held with the production teams over the past few months which have sought to highlight some areas where our supervisors and managers are lacking the experience and knowledge to deal with various situations effectively. The predominant area of frustration was based around the lack of **communication** normally regarding notice of shift patterns and the requirement to work beyond the stated shift times. There also appears to be a lack of communication relating to day to day problems so that the general workers do not necessarily understand why they are being asked to work on, why we are experiencing so many issues with crops etc which consequently makes it more difficult to motivate themselves. The famous 'treated like mushrooms' phrase has been used on a number of occasions in particular with reference to the introduction of Aldi business and rota changes. This identified that some work needs to be done on **change management** in order to improve motivation, morale and ultimately productivity.

Our training supervisor has spent some time observing the teams in action and feels that **Time Management** and **Efficiency** is an area that also needs some focus. This is particularly evident during change overs, utilisation of staff during down time and general management of the team in order to utilise their time most efficiently and effectively during the shift. As a Company we do not always conduct meetings effectively so not only do we spend more time in the meeting than we need to, we do not have structured agendas and often finish the meeting with no clear plans or direction in order to resolve problems or move forward. There does not appear to be a correlation from the majority that links some of the poor use of resource to direct cost, it would therefore be prudent to introduce an element of **financial awareness** to all levels.

There have also been a few issues in the workplace that have resulted from a lack of **self-awareness** of our supervisors and line leaders. Due, on many occasions, to the stress felt by individuals the way that they are communicating with other members of staff subordinate to them is not always appropriate and certainly does not motivate staff to go the extra mile in fact it does the complete opposite. This is one of the key areas that we would like to work on with our leadership team and we feel that it would tie in well with our **values and behaviours**.

Suggested ILM aligned topics

Motivating people in the workplace
Solving problems by making effective decisions
Communication management
Managing and implementing change in the workplace
Managing stress and conflict in the workplace
Managing resources/developing and leading teams to achieve organisational Goals and objectives

Points to consider

Line Leader turn over can be quite high although they are crucial to the day to day running of the business. Potentially we could look at a condensed two day programme for this level following the basic theme of the full course.

There is potential for funding available through a welsh government scheme although we need to submit an application for the funding once we have agreed on the course content.

Shift patterns and cover for each level. The higher the level the more flexibility there is on a daily basis.

From: Richard [REDACTED]
Date: 14 November 2017 at 12:34:37 GMT
To: [REDACTED]
Subject: Meeting tomorrow

Hi both,

Looking forward to meeting tomorrow and working through the outcomes and training process for Puffin Leadership & Management Programme.

We've agreed to meet at the Druidstone Hotel at 10:30am <http://druidstone.co.uk/>. I suspect that it might take a good couple of hours + lunch to put a really strong structure in place that Jane can go back to PP with so I estimate a 2pm finish (roughly).

So if we can cover:

- Update from Jane on training outcomes / participant needs
- Funding or deliverables from HT & JL point of view
- Jane's insight into practical parameters of training (i.e. shift patterns, busy seasons, written work)
- Sue's insight into iLM framework and content
- Sue's insight into assessment methods
- RS experience of delivering L&M content
- RS experience of classroom vs practical delivery

Jane / Sue are there any other items you want on the agenda?

thanks,

Richard

Puffin Leadership & Management: Course Content

The course main outcomes are all centered on...

- Building Excellent Relationships
- Personal Effectiveness
- Taking ownership

1. Leading at Puffin: [this is the higher level course]

7 Sessions with Action Learning Sessions in between.

1. Emotional Intelligence
2. Communication skills
3. Personal Effectiveness
4. Leadership
5. Great Teams
6. Business Knowledge
7. Final Presentation & Presentation Skills

Course Title and Description of Course	Session Detail	Level of Training	Skills Outcomes and Expected Benefits of Undertaking The Training
Leading at Puffin	<u>Emotional Intelligence:</u> Psychological profiling, self awareness, social awareness, behaviour flexibility, EI Leaders		
	<u>Communication Skills:</u> Listening, rapport building, use of language, Saying "No", Transactional analysis, feedback models and frameworks		
	<u>Personal Effectiveness:</u> Time management, belief cycles, control and influence, determination and deliberate practice		
	<u>Leadership:</u> Authentic		

leadership, Lencioni,
Acts of Leadership,
situational leadership,
imposter syndrome

Great Teams:

Psychological safety,
MVS, what typically
goes wrong in teams,
4Ps & Tuckman model

Business Knowledge:

Customer service,
Kano model, project
life cycle, financial
impact, running a
meeting, real business
projects

Presentation Skills:

Presentation skills, tips
and preparation,
business specific
presentation.

2. Managing at Puffin: [this is the mid level course]

Sept / Oct.
5 day.

5 Sessions delivered over 10x half days.

1. Emotional Intelligence & Communications
2. Managing Great Teams
3. Personal Effectiveness
4. Business Scenarios
5. Final Presentation & Presentation Skills

Course Title and Description of Course	Session Detail	Level of Training	Skills Outcomes and Expected Benefits of Undertaking The Training
Managing at Puffin	<u>Emotional Intelligence & Communications:</u> Self awareness, social awareness, behaviour flexibility, listening, rapport building, use of language & feedback <u>Managing Great Teams:</u> Authentic leadership, Lencioni, Acts of Leadership,		

what typically goes wrong in teams, 4Ps & Tuckman model

Personal Effectiveness:

Time management, belief cycles, control and influence, determination and deliberate practice

Business Knowledge:

Customer service, Kano model, project life cycle, financial impact, running a meeting, real business scenarios

Presentation Skills:

Presentation skills, tips and preparation, business specific scenarios.

3. Teamwork at Puffin: [this is the lower level course]

Oct / Nov

2 Sessions delivered over 4x half days.

1. Communication skills
2. Personal Effectiveness
3. Great Teams
4. Business Knowledge & Scenarios

Course Title and Description of Course	Session Detail	Level of Training	Skills Outcomes and Expected Benefits of Undertaking The Training
Teamwork at Puffin	<u>Communication Skills:</u> Listening, rapport building, Saying "No", feedback, self awareness, behaviour preferences <u>Personal Effectiveness:</u> Time management, belief cycles, control and influence,		

determination, team
dynamics, being in a
great team

Great Teams:

Psychological safety,
MVS, what typically
goes wrong in teams,
4Ps & Tuckman model

Business Knowledge &

Scenarios: Customer
service, Kano model,
project life cycle,
financial impact, real
business scenarios

Notes – 26th March – Meeting with RS/JS

- RS to get costs for psychological profiling. – RS has sent to PP, decision with Jane et al. and advise by mid April at latest
- RS to send dates and unavailability. - Done.
- RS to check with Sue Snowball on the criteria for qualifications and presentation. - Sue is cced and will come back to both of us with that info.
- JS to source venues taking into account session requirements and RS preferred teaching style. First two sessions booked by Apr 6.
- RS to source skills advocates (yarn bombers/chef). - Not done. Will be done by Apr 13.
- RS to send it through draft detailed programme when completed (aim to send over within 3 weeks). - Design is progressing. Aiming for Apr 6th depending on input from others.
- JS to schedule in delivery dates and mid session learning for the senior group and email to RS. – Completed within ten days.
- JS to confirm that mid sessions to be referred to as 'peer learning sessions'. – Done
- JS & RS to book half day with Jon and Nick to go over more detailed content. – Not done. Suggested date 20 April
- All to brainstorm real Puffin business project ideas. - Not done. On going needed to be decided by meeting date (20 Apr?)

Meeting with Richard Strudwick - Meeting

FILE MEETING INSERT FORMAT TEXT REVIEW

Attendee responses: 3 accepted, 0 tentatively accepted, 0 declined.

To... Huw Thomas; Jon Langmead; Nick Boxall; Jane Sadler

Subject Meeting with Richard Strudwick

Location Boardroom Rooms...

Start time Fri 20/04/2018 14:00 All day event

End time Fri 20/04/2018 15:30

Opportunity to view final draft of leadership programme

In Shared Folder Calendar - Jane@puffinproduce.com

Huw Thomas No items

From: Susan [REDACTED]
Sent: 30 November 2017 14:39
To: Jane Sadler <jane@puffinproduce.com>
Subject: RE: Puffin Produce Ltd - Training info

Hi Jane

We've looked at what's achievable and how many days this could potentially take.

We have identified that :-

- The lower ILM group would need approx. 2 days, split over 4x ½ days.
- The middle group should have 8 days with coaching opportunity built in with Richard
- The senior group should have 6 days to include some coaching opportunities with Richard

Therefore 18 days in total across the 6-8 months.

This would allow Richard to embed skills and encourage active transfer into work behaviours through action learning sets looking at current priorities in the business and coaching for success and legacy. For the senior and middle teams in particular.

At a day rate of £1400 this would be £25,200. This would also cover Richard to delivering on consecutive days to different groups, for instance, day one =level 3, day 2 =level 4 and day 3 = level 5 and cover his hotels and living costs etc. in this.

If you get 50% match funding, therefore the cost to Puffin would be £12600, to train 38 people over 6-8 months. This is a cost of £332 pp to you.

If you'd like the courses accredited to ILM that would be £250 per course that is payable to the ILM for the accreditation process.

If it helps I can arrange for an invoice or similar formal document to be raised for you to add to the application for the funding from WaG?

Regards

Sue

Head of Learning and Development

Call of the Wild Ltd

Main Office, Ty Anturiaeth, 83 Church Road,
Seven Sisters, Neath, SA10 9DT

On 15 Dec 2017, at 15:41, Jane Sadler <jane@puffinproduce.com> wrote:

Hi Sue,

I have had a discussion with Jon and Huw and we are happy to proceed on this basis. We would look to get the ILM courses accredited and understand that this would be a cost paid direct to the ILM. I will advise you if we require an invoice but it will probably be after Christmas. Please keep me informed if there are any foreseeable changes to the cost of development or delivery.

Regards,

Jane

FSP Puffin Produce - Message (HTML)

MESSAGE

Ignore Delete Reply Forward All Respond

HR Team Email Reply & Delete Create New

Quick Steps

To: Huw Thomas Jon Langmead Jane Saeber
Cc: Lyndsey Morgan@gov.wales DFC204@gov.wales
You replied to this message on 06/10/2017 08:43.

From: Sion Meredith
Subject: FSP Puffin Produce

Thu 05/10/2017 14:32

Sion.Meredith@gov.wales

FSP Puffin Produce

Message 8 Flexible Skills Programme - NEBIT Self Assessment and Improvement Plan.docx (15 KB)

Message 7 Flexible Skills Programme - Skills Development Plan 2017-2018 .docx (169 KB)

Message 6 Flexible Skills Programme - Application Form 2017-2018.docx (77 KB)

Good meeting you all this morning.

I attach the application pack (all documents need to be completed in full), please feel free to get in touch if you would like to discuss any elements. If you could send your draft to me, I'll then review and provide any comments prior to it progressing to the Panel.

With the Skills Development Plan please link the training back to section 4 in the application – the panel like to see that link.

Thanks for the tour Jane, very interesting.

Thanks

Sion

Sion Meredith
Senior Relationship Manager
Youth Engagement & Employment Division / Cyflogaeth a Sgiliau
Skills, Higher Education and Lifelong Learning Group / Grŵp Sgiliau, Addysg Uwch a Dyddig Gydaol Oes
Department for Education and Skills (DfES) / Adran Addysg a Sgiliau (AdAS)
Welsh Government / Llywodraeth Cymru
Rhydolf Padarn, Llanbadarn Fawr, Aberystwyth, SY23 3UR
(Telephone - Ffôn: 03000522400 / 07769883270
E-mail - E-bost: sion.meredith@gov.wales)

Many projects operated by the Welsh Government are part financed by the European Union Structural Funds / Mae amryw o brosiectiau Llywodraeth Cymru yn cael eu haniennu'n rannol gan Gronfaedd Strwythurol yr Undeb Ewropeaidd

Sion.Meredith@gov.wales No Items

FLEXIBLE SKILLS PROGRAMME

Skills Development Plan



Company Name: Puffin Produce Ltd

Version 1: Date Feb 2018

SECTION 1: TRAINING DETAILS

Ref	Link to Key Project Objectives (as detailed in Section 4 of your Application)	Course Title and Description of Course	Level of Training	Skills Outcomes and Expected Benefits of Undertaking The Training	Number of Employees Attending Training	Training Provider	Start Date of Training	End Date of Training	Is Total Cost based upon Day or Delegate rate	Training Provider Costs Total	Welsh Government Contribution
	1. Developing the Management Team	First Line Manager Training 2 Week Course provides a nationally recognised qualification and allows participants to gain a range of key management skills	ILM Level 3	To have accredited project managers capable of effectively managing our ongoing expansion and related projects (as detailed in section 4)	4	ABC Training Provider	01.10.15	28.11.15	Day	£1,600.00	£800.00
	2. Develop staff's ability to effectively manage our expansion project.	PRINCE2 is tuition and accreditation of a process-based approach for project management providing an easily tailored and scalable method for the management of all types of projects. The method is the de-facto standard for project management in the UK and is practiced worldwide.	Industry Standard	Leaders at all levels will be equipped with the skills, knowledge and behaviours required to carry out their roles in an efficient and effective manner on a daily basis. All leaders will be aligned in their learning with specific reference on communication and working in a way which embraces the Company values and behaviours.	10	ABC College	01.10.15	04.10.15	Delegate	£7,300	£650.00
1	Developing the leadership team (Current staff)	Puffin Leadership programme. A tuition, coaching and evidence based learning programme which runs across three tiers of leadership. ILM approved development programme linked closely to the Company values and behaviours.	Aligned to ILM L3/5/7		45	Call of the Wild	Apr-18	Dec-18	Day	£30,000	£15,000

2	Developing the leadership team (New recruits)	Puffin Leadership programme. A tuition, coaching and evidence based learning programme which runs across three tiers of leadership. ILM approved development programme linked closely to the Company values and behaviours	Aligned to ILM L3/5/7	Leaders at all levels will be equipped with the skills, knowledge and behaviours required to carry out their roles in an efficient and effective manner on a daily basis. All leaders will be aligned in their learning with specific reference on communication and working in a way which embraces the Company values and behaviours.	15	Call of the Wild	Oct-18	Mar-19	Day	£10,700	£5,350
3	Developing the Quality Assurance Team	BRC Third Party Auditing trains delegates in Third Party Audit requirements against the BRC Global Standard for Food Safety Issue 7. In addition, the course includes the relevant aspects of auditing within the food sector	BRC global standard	An in-depth and practical understanding of the BRC Standard and auditing methodology ensuring the effective and efficient audits are carried out in line with customer expectations.	1	IQMS	Mar-18		Day	£22,000	£1,000
4	Enabling a sustainable and cost effective method of delivering food hygiene in house. More emphasis will be placed in higher level food safety training in an 'added value' business	Education and Training 6502 provides an understanding of the essential elements of effective performance in the classroom.	City and Guilds L3 Award	Successful completion of this course will enable delegates to successfully deliver L1/L2 Food Safety training in house to all personnel and new starters within the business.	2	Pembrokeshire College	Sep-18		Delegate	£800	£400
5	Developing the Quality Assurance Team	BRC Internal Auditing delivered through a mix of workshop led discussions, practical activities and facilitator presentations and evidence based learning enabling the delegate to gain a solid knowledge of auditing skills.	BRC global standard	Improved understanding of auditing concepts and improved auditing skills. Delegates will also be able to identify any current weaknesses in the Internal Audit Systems and upgrade these appropriately.	12	OQMS	May-18		Day	£22,500	£1,250

6	Developing a more in-depth Food safety knowledge which will be required in an 'added-value' food preparation factory.	Level 4 Award in Managing Food Safety in Manufacturing designed as a 5 day programme to provide an in-depth understanding of food safety, with an emphasis on the importance of the management of systems and staff.	HABC/CIE/HNVQ L4	Successful completion of this course will enable delegates to identify areas of legal compliance, create and implement an improvement plan and also deliver L3 Food Safety training with the appropriate training skills.	8	Sara Safety Solutions	Jul-18	Jul-19	Day	£4,000	£2,000
---	---	--	------------------	---	---	-----------------------	--------	--------	-----	--------	--------

Total Cost of Courses Relevant to WG Funding Application	£50,000.00	£25,000.00
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FSP SDP V1 April 2016

Note:

In line with the criteria for Flexible Skills Funding, the approval of this Skills Development Plan constitutes approval of eligible training activities for which a claim can be considered. The Skills Development Plan provides information on chosen training activities that will support the collation of data related to the Flexible Skills Programme activities.

*** Sourcing Provision**

Please complete for any Training Provider that is delivering £5,000 or more of training support and please state reasons for selecting.

SDP Ref	Provider Used	Reasons for using	considered and not used
	Call of the Wild	This company worked with us to develop our Values and Behaviours so have a true understanding of the business and the culture. Call of the Wild can create a bespoke management course which is approved by the ILM, aligned to ILM levels and linking topics into our values and behaviours.	

COMPANY REPRESENTATIVE DETAILS To be completed by an authorised signatory of the company.

NAME	Sara Williams (Finance Director)		
POSITION IN COMPANY		DATE	16.02.2018
DECLARATION	I confirm that I am authorised on behalf of this company to apply for Flexible Skills Programme support and substantiate the information contained within the application document. I am aware that this programme is being part funded through the Welsh Government, who will contribute up to 50% of the eligible training provider costs. The company will pay the remaining amount and all VAT. I confirm that training claimed from the Flexible Skills Programme will not be undertaken to meet a statutory requirement or include travel/accommodation costs, and will be eligible and within programme guidelines. I acknowledge that any training activities (or changes to previously agreed training activities) that are not detailed on a Skills Development Plan and/or have not received approval from Welsh Government prior to commencement will not be supported and will not be eligible for payment as part of any claim.		

SPONSORING OFFICIAL DETAILS

NAME	DATE		
------	------	--	--

DECLARATION

I confirm that the company has requested funding for training that is eligible and within Flexible Skills Programme Guidelines. I confirm all other funding avenues have been considered (e.g. FE, ESF projects etc) and where applicable training has been removed from the Skills Development Plan.

From: Sion.Meredith@gov.wales [<mailto:Sion.Meredith@gov.wales>]

Sent: Thursday, 1 March, 2018 9:37 AM

To: Huw Thomas <huw@puffinproduce.com>; Jon Langmead <Jon@puffinproduce.com>; Jane Sadler <Jane@puffinproduce.com>; Russell Thomas <Russell@puffinproduce.com>

Cc: Lyndsey.Margetson@gov.wales; DFESRM@gov.wales

Subject: RE: Puffin Produce Ltd - Flexible Skills Programme application

Morning all,

All gone through swimmingly – we will send all the formal notification documents out next week.

For info, the panel was very impressed with the quality of the application – top stuff.

Enjoy the snow...

Sion

From: Jon Langmead [<mailto:Jon@puffinproduce.com>]

Sent: 16 February 2018 16:12

To: Meredith, Sion (ESNR-SHELL- Skills Policy Engagement)

Cc: Huw Thomas; Jane Sadler; Margetson, Lyndsey (ESNR AFM Food - Business Development Manager); DFESRM

Subject: Puffin Produce Ltd - Flexible Skills Programme application

Afternoon Sion,

Thank you for your advice and guidance, it is greatly appreciated.

Please find attached the amended FSP application with supporting documentation.

If you have any questions or require any further information please do not hesitate to contact Jane or myself.

Many thanks

Jon

From: Jane Sadler

Sent: 05 April 2018 11:48

To: [REDACTED]

Subject: Leading at Puffin

Dear Colleague,

As you may be aware we have been working with Richard Strudwick and Call of the Wild to create a set of bespoke management and leadership courses to develop our staff particularly in the areas of building excellent relationships, personal effectiveness and taking ownership. These courses will run through the various levels of leadership within the business so that there is a joined up and consistent message delivered to all colleagues whether they be supervisors or Heads of department.

You have been selected to attend the higher level, Leading at Puffin, course which is aligned to an ILM level 7 Management course. This course, as with all of the other levels, will be linked very closely to the Company values and behaviours.

The areas covered in the course are as follows:

- Emotional Intelligence
- Communication Skills
- Personal Effectiveness
- Leadership
- Great Teams
- Understanding the business
- Presentation skills

The course will consist of seven offsite sessions facilitated by Richard over a period of seven months. Jon will also be involved in delivering a financial element of the 'Understanding the business' session.

Due to the way that we have developed the programme there will be no written assignments although the group will be expected to meet for short action learning sessions in between the set training days to review and work on areas raised during the sessions. At the end of the course the final assessment will be in the form of a group presentation, with each individual making a fair contribution to the design and physical presentation of the agreed business related topic. The action learning sessions can also be used to work on the final presentation.

The first session is planned for the 20th April so please keep your diary free, as soon as I have had final confirmation from Richard I will send a diary invite. I am hoping this will be by early next week at the latest. I will advise of the other dates going forward, but it would be useful to know if there are any dates that you are on holiday or definitely cannot do. Please can you let me know by Tuesday 9th April so that I can programme dates accordingly to ensure maximum attendance.

We believe that these sessions will benefit all colleagues attending so we would ask that you make every endeavour to attend each session. If you do not attend every session it could impact your final assessment.

Further information will be provided closer to the day with regard to location, timings etc.

In the meantime if you have any questions please do not hesitate to ask,

Regards,

Jane

Jane Sadler
HR Manager

dd: 01437 772772

t: 01437 766716

m: 07713 567246

jane@puffinproduce.com

puffinproduce.com | blasytir.com



Puffin Produce Ltd, Woodlands Site, Withybush Ind Est., Haverfordwest, Pembrokeshire, SA62 4BS

DOING THE RIGHT THING - CREATING A SUSTAINABLE FUTURE - SUCCEEDING TOGETHER

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James
Penny
Zoe
Ewelina
Peter
Sue
Nia
Matt
Jack
Richard

Unavailable Dates

James	4th August - 22nd August
Penny	28th -30th May and 13th - 19th July
Zoe	4,7, 11 May and 27th Sept - 16th Oct
Sue	21-28th May
Matt	19th and 20th April
Peter	6th - 24th June
Jack	No dates
Ewelina	25th April - 14th May

Richard
May - 1, 22-31 inclusive
June - 1-5, 7, 11, 12, 15, 20, 21, 22, 26
July - 20, 30, 31
August - 1-17, 23-29
September - 6, 7, 10
October - 5, 19

	April	May	June	July	August	Sept	Oct
M	2						1
T	3	1					2
W	4	2			1		3
T	5	3			2		4
F	6	4	1		3		5
S	7	5	2		4	1	6
S	8	6	3	1	5	2	7
M	9	7	4	2	6	3	8
T	10	8	5	3	7	4	9
W	11	9	6	4	8	5	10
T	12	10	7	5	9	6	11
F	13	11	8	6	10	7	12
S	14	12	9	7	11	8	13
S	15	13	10	8	12	9	14
M	16	14	11	9	13	10	15
T	17	15	12	10	14	11	16
W	18	16	13	11	15	12	17
T	19	17	14	12	16	13	18
F	20	18	15	13	17	14	19
S	21	19	16	14	18	15	20
S	22	20	17	15	19	16	21
M	23	21	18	16	20	17	22
T	24	22	19	17	21	18	23
W	25	23	20	18	22	19	24
T	26	24	21	19	23	20	25
F	27	25	22	20	24	21	26
S	28	26	23	21	25	22	27
S	29	27	24	22	26	23	28
M	30	28	25	23	27	24	29
T		29	26	24	28	25	30
W		30	27	25	29	26	31
T		31	28	26	30	27	
F			29	27	31	28	
S			30	28		29	
S				29		30	
M				30			
T				31			

Leading at Puffin - Session 1 - Invited Event

FILE INVITED EVENT INSERT FORMAT TEXT REVIEW

Matthew Thomas X Jack Hartnell X : These recipients are sending automatic replies.

Attendee responses: 8 accepted, 0 tentatively accepted, 0 declined.

To... James; Penny Odey; Zoe Stapleton; Sue Lake; Matthew Thomas; Peter Llewellyn; Jack Hartnell; Ewelina Gritsenko; Nia Williams

Send Update

Subject Leading at Puffin - Session 1

Location TBC Rooms...

Start time Fri 18/05/2018 09:00 All day event

End time Fri 18/05/2018 00:00

In Shared Folder Calendar - Jane@puffinproduce.com

Date	Location	Activity	Timings	Food Booked	Total Cost	Contact email
18th May	Wolfscaete Hotel	Classroom	0830-1730	Yes	£90+VAT	enquiries@thewolfscastle.com
12th June	Colby Woodland Gardens	Walk and talk	0830-1700	Yes	£150 + VAT	kate.mellor@nationaltrust.org
6th July	Newgale Lodge	Learning activity	0830-1700	Yes	£90 +VAT	bookings@newgalelodge.com
3rd August	Plas Hyfred	Classroom	0830-1700	Yes	£80 inc VAT	
14th September	Stackpole Centre	Outdoor activity	0830-1700	Yes	£83.33+VAT	Stackpole.Bookings@nationaltrust.org.uk
26th October	Bridge Innovation Centre	Classroom	0830-1700	Yes	£85+VAT	steven.laugharne@pembrokeshire.gov.uk
23rd November	Newgale Lodge	Presentations	0830-1700	Yes	£90+VAT	bookings@newgalelodge.com
23rd November	Presentation Dinner - The Cambrian Inn	Dinner	1800 -2200	Dinner menu	£50 deposit pd	admin@thecambrianinn.co.uk

From: Jane Sadler
Sent: 24 August 2018 12:47
To: 'Bookings, Stackpole' <Stackpole.Bookings@nationaltrust.org.uk>
Subject: RE: Room Hire

Hello,

Please find attached requested documents.

I can confirm that we will have 10 people attending the course and will need the room from 0830 – 1700. We would like access to a projector and overhead screen and also a flipchart and paper. Can you please advise of any additional cost associated with this.

Can I order the following:

Tea and Coffee on arrival	0900
Refreshments – Tea/Coffee/Biscuits	1100
Lunch	1300
Refreshments – Tea/Coffee/Biscuits	1500

In addition could we please have some jugs/bottles of water on the tables.

I will send over the lunch selection in due course.

Many thanks,

Jane

From: Bookings, Stackpole [mailto:Stackpole.Bookings@nationaltrust.org.uk]
Sent: 24 August 2018 12:17
To: Jane Sadler <Jane@puffinproduce.com>
Subject: FW: Room Hire

From: Bookings, Stackpole
Sent: 02 August 2018 12:20
To: May, Mike; Jane Sadler
Subject: RE: Room Hire

Dear Jane,

I've held the education room for you for the 14th of September.

Please find attached a copy of the validation form for you to complete and return to me at your earliest convenience.

Could you also please let me know approximate catering needs so that we can ensure appropriate staff are allocated to your booking.

If you could let me know what numbers are expected (approximate is fine), timings for refreshments and meal types that would be a great help.

Kind regards

Tracy

Tracy Whistance

If you need urgent support or attention please call: tel 01646 623110 or email stackpole.bookings@nationaltrust.org.uk for Centre bookings and guptonfarm@nationaltrust.org.uk for campsite bookings and a member of the team will help you.

From: May, Mike
Sent: 31 July 2018 16:55
To: Jane Sadler
Cc: Bookings, Stackpole; [REDACTED]
Subject: RE: Room Hire

Cheers Jane

Will do.

I have copied in Business Support team who will process the reservation.

Cheers

Mike

From: Jane Sadler [<mailto:Jane@puffinproduce.com>]
Sent: 31 July 2018 16:43
To: May, Mike
Cc: [REDACTED]
Subject: Re: Room Hire

Hi Mike

In that case can we book the education room for the September date please. I will be in touch closer to the time to sort out requirements for refreshments, lunch etc

Thanks

Jane

Hi ha

Sent from my iPhone

On 31 Jul 2018, at 16:06, May, Mike <mike.may@nationaltrust.org.uk> wrote:

Hi Jane

It's definitely free....

The students are leaving at 8.30 in the morning, and will not be using the room.

Cheers Mi

From: Jane Sadler [mailto:Jane@puffinproduce.com]
Sent: 31 July 2018 10:30
To: May, Mike
Subject: Re: Room Hire

Hi Mike

I called yesterday and the lady told me it was booked as you had a uni group in?

Is it definitely free ?

Thanks

Jane

Sent from my iPhone

On 31 Jul 2018, at 10:27, May, Mike <mike.may@nationaltrust.org.uk> wrote:

Hi Jane

Hope you are well.

The education room is free for that day, and costs £100 (Including VAT)

Please find attached our catering menu.

If you would like to liaise with our bookings team (copied in), we can sort out the booking.

Kind regards

Mike May
Swyddig Datblygu A Busness/ Business Development Officer
Ymddiriedolaeth Genedlaethol/ National Trust
Stagbwll/ Stackpole

01646 623125

From: Jane Sadler [mailto:Jane@puffinproduce.com]
Sent: 30 July 2018 12:22
To: May, Mike
Subject: Room Hire

Hi Mike,

I hope the schools season went well and that you still all keeping busy over the Summer. We are looking to book your education room on the 14th September and I am wondering if it is free. If so can we please book it and also arrange for refreshments and lunch,

If you could let me know it would be appreciated,

Thanks

Jane

<image001.png>

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<Stackpole Centre Menus 2018.pdf>

Credit Control
PO Box 3297
Trowbridge
BA14 0ZT
Fax 01225 764438

National Trust Customer Application and Validation Form

Please email application to: creditcontrol@nationaltrust.org.uk

*Please complete this form in full. Incomplete forms will be returned and will delay processing time.
The following information is required to ensure the customer's account is set up correctly for invoicing.*

Customer Name:	Puffin Produce Ltd
-----------------------	---------------------------

Mandatory Requirement (NT USE ONLY)
Please complete prior to application form being given to the customer

NT PROPERTY / DEPARTMENT: Stackpole	ANTICIPATED ANNUAL SPEND: £
NT CONTACT NAME: Stackpole.bookings@nationaltrust.org.uk	DATE OF FIRST SALE:
NT TELEPHONE NUMBER: 01646 623110	

Type of Application (Please Tick the box)

(Please complete section A only)

☐
☐
☐

Individual Sole Trader Partnership

(Please complete section B only)

☐
☒
☐
☐

Government/
Local Authority Company Education Charity

Section A

Account Name to appear on invoice:

Applicant 1	Applicant 2
Full Name:	Full Name:
Address:	Address:
Post Code:	Post Code:
Period at address:	Period at address:
Date of Birth:	Date of Birth:
Tel No:	Tel No:
Mobile:	Mobile:
Email:	Email:
Email address for e invoicing:	

ALL PARTIES MUST SIGN THIS APPLICATION – WITH REFERENCE TO SECTION A

Signed:	Signed:
Name (please print):	Name (please print):
Date:	Date:

In conjunction with this application, the National Trust may carry out credit checks with credit reference agencies and other reference companies as necessary. This form and reference information will be retained by the National Trust. The signatories hereby expressly consent to the National Trust carrying out these searches and/ or their agents retaining a record of any such search or check.

Section B	
(Company / School / Charity) Trading Name: Puffin Produce Ltd	
Contact Name: Jane Sadler	
Address: Withybush Industrial Estate	Invoice Address (If different):
Haverfordwest	
Pembrokeshire	
Post Code: SA62 4BS	Post Code:
Contact Name: Jane Sadler	Contact Tel No:
Contact Email: jane@puffinproduce.com	
Company / Charity Registration Number: 0282444	
VAT Registration Number: 647 8697 68	
Email address for e invoicing: invoice@puffinproduce.com	

MANDATORY REQUIREMENT: PLEASE PROVIDE A COPY OF THE COMPANY'S HEADED PAPER
(Please note this does not apply to school applications)

In conjunction with this application, the National Trust may carry out credit checks with credit reference agencies and other reference companies as necessary. This form and reference information will be retained by the National Trust.

COMMENTS SECTION

(Please provide any other additional information the accounts team should be made aware of prior to setup)

We have been set up and invoiced from Colby Woodland Gardens previously
--

ACCOUNTS USE ONLY

Validation Approval		
Account to be opened in the name of:		
Customer Group:	Approved Credit Limit:	
Approved by:	Date:	

Account Setup		
Customer ID Number:	Processed by:	Date:

Final Check / Originator Notified	
Originator Notified by:	Date:

From: Jane Sadler

Sent: 29 August 2018 13:42

To:

Subject: Lunch option for next leading at Puffin session

Hello all,

The next session is being held at the Stackpole Centre for Outdoor Learning. They have given an option for lunch.

Can you please let me know which option you prefer by the end of the week and I will go with the majority:

- A Cold Buffet** Freshly made sandwiches, cold meats and salads and quiches
- B Traditional Cawl** made with lamb and/or a vegetarian alternative served with crusty bread & local cheese with homemade cakes to follow
- C Jacket potatoes** with a variety of fillings and selection of salads

Thanks all,

Regards

Jane

Jane Sadler
HR Manager

dd: 01437 772772
t: 01437 766715
m: 07713 567246

jane@puffinproduce.com
puffinproduce.com | blasyle.com



Puffin Produce Ltd, Woodlands Site, Withybush Ind Est., Haverfordwest, Pembrokeshire, SA62 4BS
DOING THE RIGHT THING - CREATING A SUSTAINABLE FUTURE - SUCCEEDING TOGETHER

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From: Jane Sadler

Sent: 30 August 2018 15:48

To: 'Bookings, Stackpole' <Stackpole.Bookings@nationaltrust.org.uk>

Subject: RE: 14th September 2018

Hello,

I have spoken to everyone regarding the lunch and I was wondering if I could have a split of A and B if I gave you the numbers. Most people wanted the cawl but there are a couple who really don't like cawl.

Regards,

Jane

Meal and resource planner, 14th September 2018, Stackpole Centre

Meal	Time meal required	Menu details	Numbers	Dietary requirements	Other
date		Please make sure guests are aware of room allocations and have a site map if arriving after 5pm			
examples	07:30	Full English/continental		1 x gluten free	
	10:00	Tea/coffee/biscuits/cake etc		1 x vegetarian	
	With breakfast	Lunch –packed/buffet etc		1 x dairy allergy	
	6.30	Dinner 1/2/3 course		We cannot provide fully kosher meals	
Resources required					
Date					
Arrival	0900	Tea and Coffee	10	No dietary requirements	Water jugs and glasses in room
	1100	Tea/Coffee/Biscuits	10		Staff 8.30am arrival
	1300	Lunch	10		5 x Cawl and 5 x Cold Buffet. Could there be some plain ham sandwiches included on white (no mayo) please.
	1500	Tea/Coffee/Biscuits	10		5pm depart
Resources required		Projector, screen, flipchart, paper			
Date		Flipchart stand + paper + pens			
		Post it notes (roughly 40+)			
		Projector			
		Screen			
Resources required					
date					
Resources required					
date					
Resources required					

Welcome to Leading at Puffin - HT/JL - Meeting

MEETING

Delete Respond Meeting Notes Calendar Quick Steps Move Tags Zoom

Fri 05/04/2018 10:11
Jane Sadler
Welcome to Leading at Puffin - HT/JL
Required Huw Thomas; Jon Langmead
When 18 May 2018 09:00-09:30
Location TBC

Richard has requested if both or one of you could come to the beginning of the first session to welcome the delegates and explain the importance of the course, desired outcomes etc

Looking to hold it locally perhaps Wolfscastle but with confirm location.

Jane Sadler No items

From: Matthew Thomas
Sent: 22 October 2018 16:43
To: Jane Sadler <Jane@puffinproduce.com>
Subject: RE: Leading at Puffin

Hi Jane,

A very informative course, with an abundance of relevant content. Personally, I found the Myers Briggs model to be the most helpful, that can be easily transferred to my day to day work. In summary, I feel that the course and content in it entirety has been really helpful and as facilitators go, Richard is great. In addition, I think the idea to consolidate all your learnings through a presentation is good however, finding the time to balance between day to day duties and the project work can be a struggle.

The venues have been good, I particularly liked the venues that gave us the opportunity to work outside (especially in the summer)

Many thanks,

Matthew Thomas
National Account Manager

t: 01437 766716

m: 07983 689278

Matthew.thomas@puffinproduce.com

puffinproduce.com | blasytir.com



Puffin Produce Ltd, Woodlands Site, Withybush Ind Est., Haverfordwest, Pembrokeshire, SA62 4BS

DOING THE RIGHT THING - CREATING A SUSTAINABLE FUTURE - SUCCEEDING TOGETHER

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From: Jane Sadler
Sent: 22 October 2018 10:40
To: James <james@puffinproduce.com>; Penny Odey <penny@puffinproduce.com>; Jack Hartnell <jack@puffinproduce.com>; Sue Lake <Sue@puffinproduce.com>; Zoe Apps <Zoe@puffinproduce.com>; Ewelina Gritsnelov <ewelina@puffinproduce.com>; Matthew Thomas <Matthew.Thomas@puffinproduce.com>; Nia Williams <nia@puffinproduce.com>
Subject: Leading at Puffin

Hi all,

I have a review meeting with Richard on Thursday and would like to have some feedback from the sessions so far.

I would be interested to know what you feel has been most helpful to you and any elements that you felt did not add value. If you could give me a bit of detail behind your comments that would be appreciated.

Please feel free to add any other comments that you wish to make regarding any element of the course, venues etc

Thanks in advance,

Jane

Jane Sadler
HR Manager

dd: 01437 772772

t: 01437 766716

m: 07713 567246

jane@puffinproduce.com

puffinproduce.com | blasytir.com



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Leading at Puffin - Training Evaluation

Hello!

Thank you in advance for providing us with feedback on the 'Leading at Puffin' programmes.

This questionnaire is broken into 3 question sets, the course set up, the direct course impact and the effect on the relationship with the business. It will probably take about 20 - 30mins to complete. Please do this when you can focus on it and complete it in one sitting, feel free to have your notes and workbook handy to remind you about the programme.

It is entirely up to you whether you complete it anonymously or not.

*Required



Name (optional):

Your answer

Please describe your key personal outcomes from taking part in the course. What are the main things you'll take away from the experience?

Your answer



Section 1: The Course Set Up

This set of questions is focused on how the programme was created, run and how the set up suited you.

1. We deliberately ran the course in a variety of locations across the county to enhance the programme. We believe that different and interesting locations add to the programme. What do you think? *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Don't know

2. We created Peer Learning Groups to give you a consistent group to share your learning and development with, and to help you translate more of the programme into the day-to-day work at Puffin. Do you agree that having peer learning enhanced your development? *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Don't know



3. Do you agree that having peer learning helped you to translate the learning and theory into your day job? *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Don't know

4. Will you continue to use peer learning to help yours and others development? (i.e. reserving specific time to discuss learning or development with colleagues) *

- ☐ Yes - I already have
- ☐ Yes - I will
- ☐ Possibly
- ☐ No
- ☐ Don't know



5. Do you think that the flow of the programme made sense, with each session building on the last and using the previous content? *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Don't know

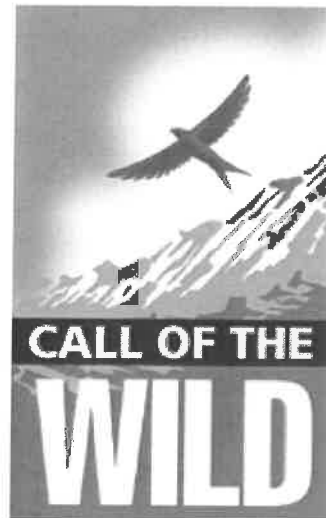
6. I would recommend this course to others and recommend that Puffin offer it to more employees *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Don't know

7. Please add additional comments on the timing, locations, method of delivery and general set up of the programme.

Your answer





The Direct Course Impact

This second session is about the direct impact the course had, i.e. what did you differently because you came on the course. How well did we do?

1. I have increased ability to build effective relationships at work *

- ☐ Yes - a lot
- ☐ Yes - somewhat
- ☐ Yes - a little
- ☐ No
- ☐ Don't know



2. I am prepared to take more ownership at Puffin and feel more empowered to change and improve things at work *

- ☐ Yes - a lot
- ☐ Yes - somewhat
- ☐ Yes - a little
- ☐ No
- ☐ Don't know

3. I have been given the tools, ideas and confidence to focus on my own personal development going forwards *

- ☐ Yes - a lot
- ☐ Yes - somewhat
- ☐ Yes - a little
- ☐ No
- ☐ Don't know

We'd really like to know how you intend to do this. Please write what your top few changes or your focus will be to develop yourself.

Your answer



4. I have been given the tools, ideas and confidence to help others to develop at Puffin *

- ☐ Yes - a lot
- ☐ Yes - somewhat
- ☐ Yes - a little
- ☐ No
- ☐ Don't know

We'd really like to know how you intend to help others. Please write what your focus will be to develop colleagues.

Your answer



Please tell us the impact of the key elements of the programme *

	Big positive impact	Some positive impact	Small positive impact	No difference	Honestly, I'd forgotten we did this	Negative impact
Emotional Intelligence	☐	☐	☐	☐	☐	☐
Myers Briggs (MBTI) self analysis	☐	☐	☐	☐	☐	☐
Social Awareness - how to use emotional intelligence to work with others	☐	☐	☐	☐	☐	☐
SDI - Overdone strengths	☐	☐	☐	☐	☐	☐
Communications iceberg	☐	☐	☐	☐	☐	☐
Rapport triangle	☐	☐	☐	☐	☐	☐
Listening skills and paired conversations	☐	☐	☐	☐	☐	☐
Transactional Analysis	☐	☐	☐	☐	☐	☐
PDP Review / discussion	☐	☐	☐	☐	☐	☐
Control-Influence-Concern circles	☐	☐	☐	☐	☐	☐
Belief Cycles	☐	☐	☐	☐	☐	☐
Deliberate Practice	☐	☐	☐	☐	☐	☐
Skills focus in practice - i.e. Working with the chef	☐	☐	☐	☐	☐	☐
Leadership analysis -	☐	☐	☐	☐	☐	☐



character vs
competence

Leadership
analysis - history
of leadership

☐ ☐ ☐ ☐ ☐ ☐

Leadership
analysis -
leadership styles
grid

☐ ☐ ☐ ☐ ☐ ☐

Acts of
Leadership

☐ ☐ ☐ ☐ ☐ ☐

Leadership
reading exercise

☐ ☐ ☐ ☐ ☐ ☐

William
McNamara talk
(Bluestone)

☐ ☐ ☐ ☐ ☐ ☐

Psychological
safety

☐ ☐ ☐ ☐ ☐ ☐

4Ps of teams

☐ ☐ ☐ ☐ ☐ ☐

The business
improvement
project

☐ ☐ ☐ ☐ ☐ ☐

Systems
Thinking

☐ ☐ ☐ ☐ ☐ ☐

Huw & Jon
insight

☐ ☐ ☐ ☐ ☐ ☐

Presentation
skills

☐ ☐ ☐ ☐ ☐ ☐

The final
presentation
itself

☐ ☐ ☐ ☐ ☐ ☐

Additional Programme Effects



1. Did your level of self-awareness and understanding of your own preferences change over the programme? *

- ☐ Yes - a lot
- ☐ Yes - somewhat
- ☐ Yes - a little
- ☐ No
- ☐ Don't know

2. Have you become more socially aware and able to reflect on other peoples preferences and style? *

- ☐ Yes - a lot
- ☐ Yes - somewhat
- ☐ Yes - a little
- ☐ No
- ☐ Don't know

3. Has your ability to flex your behaviour to suit others changed at all? *

- ☐ Yes - a lot
- ☐ Yes - somewhat
- ☐ Yes - a little
- ☐ No
- ☐ Don't know



4. Are you better at resolving conflicts or working through challenging relationships because of the programme? *

- ☐ Yes - a lot
- ☐ Yes - somewhat
- ☐ Yes - a little
- ☐ No
- ☐ Don't know

5. Have your communication and listening skills improved? *

- ☐ Yes - a lot
- ☐ Yes - somewhat
- ☐ Yes - a little
- ☐ No
- ☐ Don't know

6. Has the programme changed whether you see yourself as a leader in Puffin? *

- ☐ Yes - a lot
- ☐ Yes - somewhat
- ☐ Yes - a little
- ☐ No
- ☐ Don't know



We'd really appreciate any other comments on the impact of the course

Your answer

What would you like next in terms of training and development?

Your answer



The Effect on the Business

This last section is about the wider impacts that being on the course may have had on you, your colleagues and Puffin.

1. I feel more engaged and able to deliver my role at Puffin following the course *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Don't know



2. I feel more engaged in the business itself and more informed about Puffin following the course *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Don't know

3. I feel more valued by Puffin having been on course *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Don't know

4. I feel more able to influence or shape the culture and the future at Puffin *

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Don't know



What else would you like to tell us about, in terms of the impact of the course on you and the business?

Your answer

Thank you! 

Feel free to email any other thoughts or questions to Jane and Richard

Page 1 of 1

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Activity 3.2 - Apply basic techniques for analysis and solving problems

Problem solving is not only a reality of life but also a reality of organisational life so HR professionals need to become analytical in their thinking towards problems and wherever possible take proactive action to prevent problems occurring. Whilst it would be beneficial to all to be able to anticipate problems this is frequently not the reality that HR professionals and managers have to deal with.

In order to help solve problems it is important to understand what problem solving means.

Armstrong, 2012 describes it as 'the process of analysing and understanding a problem, diagnosing its cause and deciding on a solution that solves the problem and prevents it reoccurring'. From this description it is clear to see that there are stages to the problem solving process and it would be fair to say that if one of the stages is missing the likelihood of solving the problem diminishes.

One of the problems that I was faced with was that I was receiving feedback that many of our staff that worked in our Production area were unhappy and demotivated. I have been given various reasons by a number of different people, none of whom worked in the production area directly. As a result of this information I wanted to understand if there really was a problem, what was the problem and what we could do to resolve it.

Armstrong, 2012 talks of a 12 step approach to problem solving, with Mindtools simplifying the approach to 4 steps, however both begin with defining the problem, as does the technique of Root Cause Analysis (Mindtools) which is the method that I chose to utilise in this situation.

Step 1 – Define the problem

In order to be successful at this stage it was important for me to understand the problem rather than just try to understand the symptoms. I had heard rumours that many of the staff in the production area of the company were unhappy and demotivated, I had been given a number of reasons for this but was unsure whether this was a true reflection of the facts. I knew that if the staff were unhappy and demotivated then I needed to find out why, if they were not unhappy and demotivated I needed to find out why I was being told that they were or perhaps why they felt they could raise this with their managers, whatever the outcome I felt that there was a problem to be solved. I spent some time informally speaking to members of the production team and ascertained that many of the staff were feeling unhappy in work and generally felt demotivated creating low morale. As a result of this I asked a number of staff if they would be willing to spend some time with me to discuss what they had mentioned, in an aim to gaining a better understanding of the cause of the poor morale. At this stage it was clear to me that there may not be a single reason for the low morale so I needed to gain a deeper understanding of the main root cause.

Step 2 – Collect data

The group itself purposely consisted of a number of people who carried out different roles within Production, who were different ages, both male and female, UK and Eastern European nationals all with differing lengths of service. In order to collect data I asked the group to be honest and brainstorm ways to describe how they felt about or in work. This created an open discussion revealing that there were definitely a mix of both positive and negative feelings. I asked them if their poor morale was something that was fairly recent or if they had felt that way for some time, the consensus was that it was relatively recently. There was no real distinction of feelings between any of the group.

Step 3- Causes

I needed to discover the true causes for the negative feelings and again asked the group to brainstorm the actual reasons that made them feel unhappy in work rather than just give an opinion. (DOC3.2.1) I was mindful at this stage of any political influences that may be present in the group that may impact the reasons given.

Step 4 – Identify the root cause

From this exercise it was clear that there was no single reason that could be clearly identified as the cause of the poor morale which is what I expected, however a number of the reasons had an affinity with each other. I analysed the findings and highlighted areas that were linked in line with an affinity diagram or KJ method as it is also known (National Health Service Improvement, 2018). This identified that one of the main causes for the poor morale was connected to the hours that staff were working. When I discussed this further with the group they agreed that this was probably the main cause of the poor morale as they were working long hours, were tired and this was impacting on their work/life balance in general.

The main causes for the poor morale linked with the hours was as follows:

- Staff are given a rota but do not always finish on time. On a morning shift it was then difficult for them to make any plans after work and on a late shift it often meant them working late into the night;
- If they were required to work beyond the rostered shift end they were often not told until an hour or so before the end of the shift and sometimes not until the end of the shift;
- Staff were frequently doing high amounts of overtime but whilst this was paid at a premium rate they valued their time off more;

Step 5 – Implement the solutions

I arranged a meeting with the Head of Operations and the Factory Manager to discuss my findings and we brainstormed some solutions that we could consider focusing specifically on the major root cause of the poor morale, that being the hours. (DOC3.2.2) It was agreed that we would look at developing a new rota the objective of which was to regulating the hours, reducing the need for so much overtime thus enabling people to finish on time. We also decided that the shift pattern of the most senior members of production staff should be changed to include a night shift cover in aim to provide more planning support and communication for the night shift team leaders. This would be a contractual change so needed to be dealt with as a separate issue to an extent.

With the help of the Factory Manager I created a new shift pattern (DOC3.2.3) which restructured the way in which the teams worked, required a change in shift pattern for the planners and the recruitment of a third planner. This was agreed by the Head of Operations and the Finance Director based on the necessity for senior planner cover at all times. The new shift pattern was based on a rotating two early shift, two late shift and two days off which was unlike any shift that had been worked in the Company before. The new rota highlighted a single shift on the most busy days that would be asked to do overtime should necessity prevail so other than this shift, people would not need to work beyond the rostered hours. A process was put in place that the planners would advise staff two hours into shift if they expected them to have to work overtime although there would need to an understanding from all that in exceptional instances such as breakdowns this would not be possible.

All of the planners agreed in the change in terms and conditions and we were then able present the new rota to the entire production team. We were keen for all of the production staff to be able to see the proposed rota before it was put in place and to give feedback as we understood that it was a change for the staff and even though we felt it provided the solutions to the problems that they had raised we wanted their agreement. The presentation (DOC3.2.4) was given in small groups and was received positively and the new rota was implemented.

Overtime hours were tracked and it was evident that within a couple of months of the overtime being implemented the number of overtime hours worked by the production team dropped dramatically in some instances by 64% despite having very similar output of product year on year. (DOC3.2.5). The fact that the overtime had reduced also proved that people were finishing their shifts on time and were rarely needing to work beyond the rostered time. From speaking with staff they are much happier in the workplace and feel that the new rota is working well and has restored their work-life balance, in addition to there was a significant financial improvement in the KPI's due to the reduced amount of overtime being worked. (DOC3.2.6, DOC3.2.7). The labour cost per packed tonne dropped from £33.45 to £27.80 by WK31 which equated to saving of £31,245 YOY in the theoretical labour cost.

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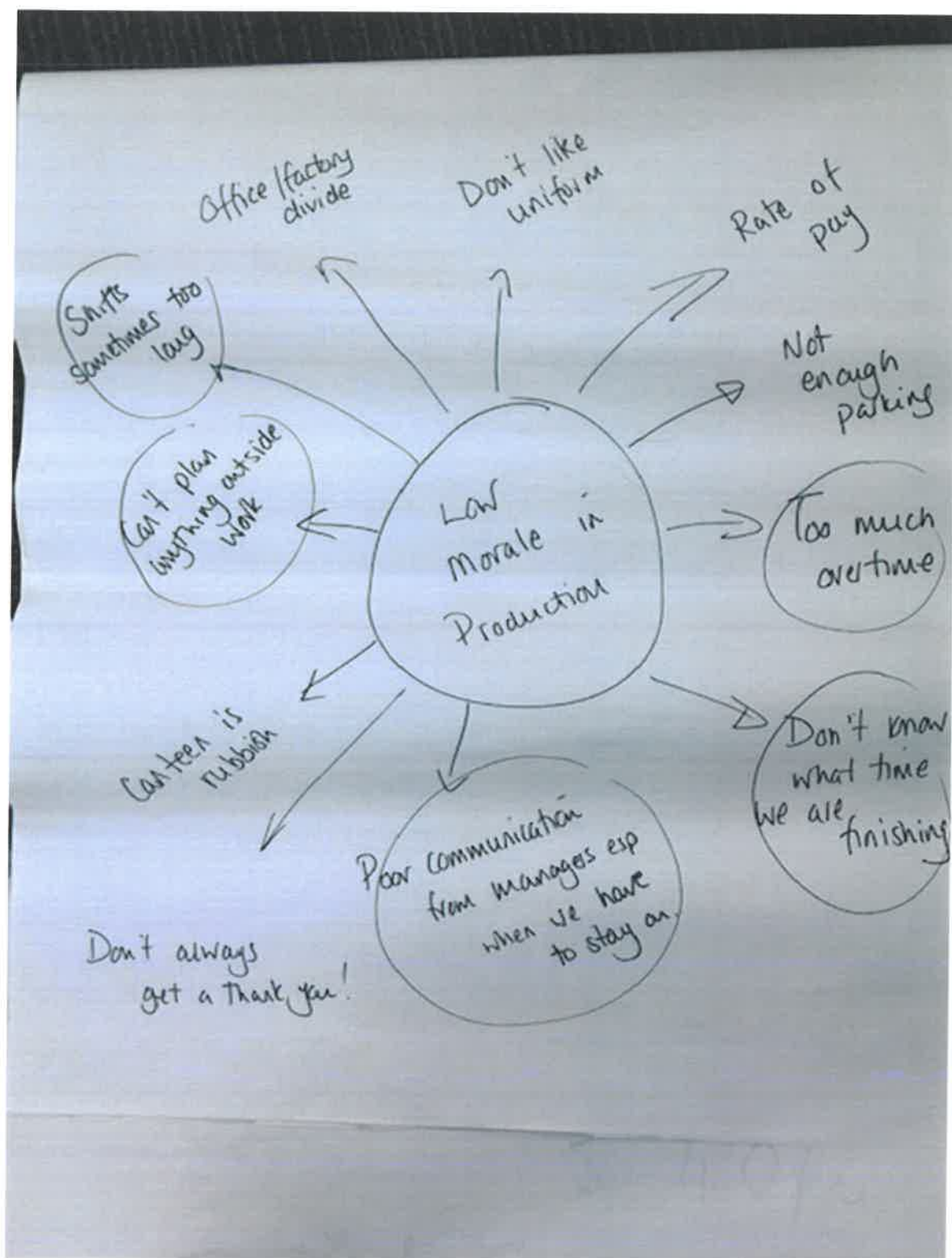
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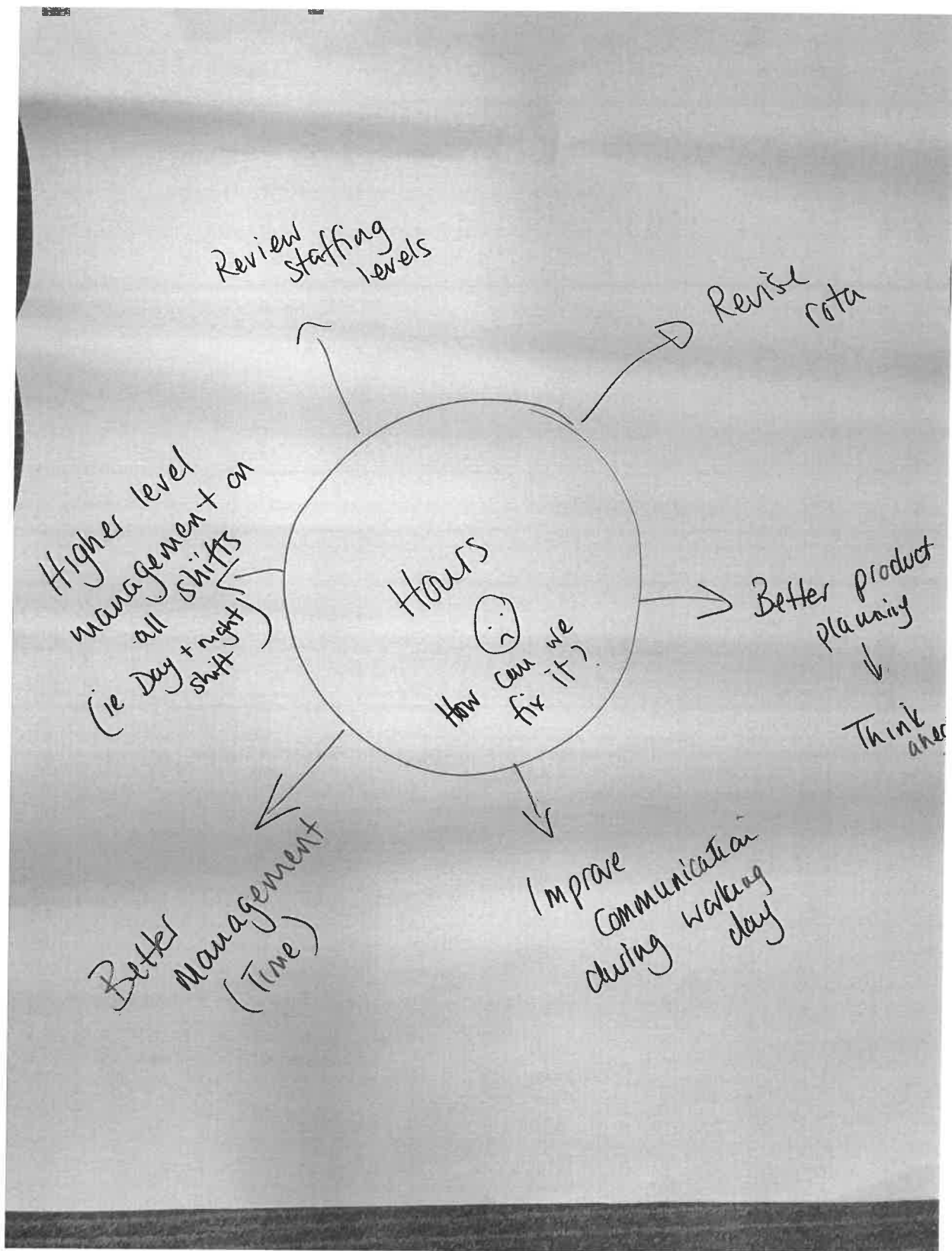
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November											
06-Nov											
	M	T	W	T	F	S					
Wayne	05-Nov OFF	06-Nov OFF	07-Nov 6:30 - 17:00	08-Nov 6:30 - 17:00	09-Nov 13:30 - 24:00	10-Nov 13:30 - 24:00	11-Nov OFF				
Zhaneta	15:00 - 23:30	15:00 - 23:30	OFF	OFF	6:30 - 15:00	6:30 - 15:00	15:00 - 23:30				
Daina	6:30 - 15:00	6:30 - 15:00	15:00 - 23:30	15:00 - 23:30	OFF	OFF	6:30 - 15:00				
12-Nov											
	M	T	W	T	F	S					
Wayne	12-Nov OFF	13-Nov 6:30 - 17:00	14-Nov 6:30 - 24:00	15-Nov 13:30 - 24:00	16-Nov 13:30 - 24:00	17-Nov OFF	18-Nov OFF				
Zhaneta	15:00 - 23:30	OFF	OFF	6:30 - 15:00	6:30 - 15:00	15:00 - 23:30	15:00 - 23:30				
Daina	6:30 - 15:00	15:00 - 23:30	15:00 - 23:30	OFF	OFF	6:30 - 15:00	6:30 - 15:00				
19-Nov											
	M	T	W	T	F	S					
Wayne	19-Nov 6:30 - 15:00	20-Nov 6:30 - 15:00	21-Nov 15:00 - 23:30	22-Nov 15:00 - 23:30	23-Nov OFF	24-Nov OFF	25-Nov 6:30 - 15:00				
Zhaneta	OFF	OFF	6:30 - 17:00	6:30 - 17:00	13:30 - 24:00	13:30 - 24:00	15:00 - 23:30				
Daina	15:00 - 23:30	15:00 - 23:30	OFF	OFF	6:30 - 15:00	6:30 - 15:00	15:00 - 23:30				
26-Nov											
	M	T	W	T	F	S					
Wayne	26-Nov 6:30 - 15:00	27-Nov 15:00 - 23:30	28-Nov 15:00 - 23:30	29-Nov OFF	30-Nov OFF	01-Dec 6:30 - 15:00	02-Dec 6:30 - 15:00				
Zhaneta	OFF	6:30 - 17:00	6:30 - 17:00	13:30 - 24:00	13:30 - 24:00	OFF	OFF				
Daina	15:00 - 23:30	OFF	OFF	6:30 - 15:00	6:30 - 15:00	15:00 - 23:30	15:00 - 23:30				
** flex up shift (in the event of mechanical breakdown or excessive orders you may be required to work on next day)											
	6:30 - 15:00										

** flex up shift (in the event of mechanical breakdown or excessive orders you may be required to work on past listed finish time at planners discretion. No more than 2 hours)

Wayne's team	
When on early shift staff are to start their shift on the highlighted time below	
Planner	05:30 Wayne
Supervisor	05:30 Stanimir
Cellox Grader	06:00 Kremena
Line Leader(s)	06:15 Mike Boris Sava
Washroom	06:15 Phil Ventsislav
Line Operatives	06:15 Madlena Budinka
	06:30 Aneta Mary
	Nigel Maria
	Paulis Ricky
	Steljan Mariyana
	Robert Stoyan
	Cornell
SUCCEEDING TOGETHER	

Zhaneta's Team	
When on early shift staff are to start their shift on the highlighted time below	
Planner	05:30 Zhaneta
Supervisor	05:30 Gabor
Cellox Grader	06:00 Laima
Line Leader(s)	06:15 Tomas T Stuart Sam
Washroom	06:15 Mark G Tomas A
Line Operatives	06:15 Nora Vitalija
	06:30 Michelle Justina
	Agata Alex
	Steve Ryan
	Hannah Rolandas
	Jordan Glyn
DURING THE NIGHT THING	

Daina's Team	
When on early shift staff are to start their shift on the highlighted time below	
Planner	05:30 Daina
Supervisor	05:30 Chris
Cellox Grader	06:00 Kate
Line Leader(s)	06:15 Marius Joe. H Sam B
Washroom	06:15 Adrian Alik
Line Operatives	06:15 Daniela Elena P
	06:30 Casey Joanne
	Florin James
	Abdel Jonathon
	Nicholas Mihaela
	Steven Kevin
SUCCEEDING TOGETHER	

Revised Shift Proposal

April 2018

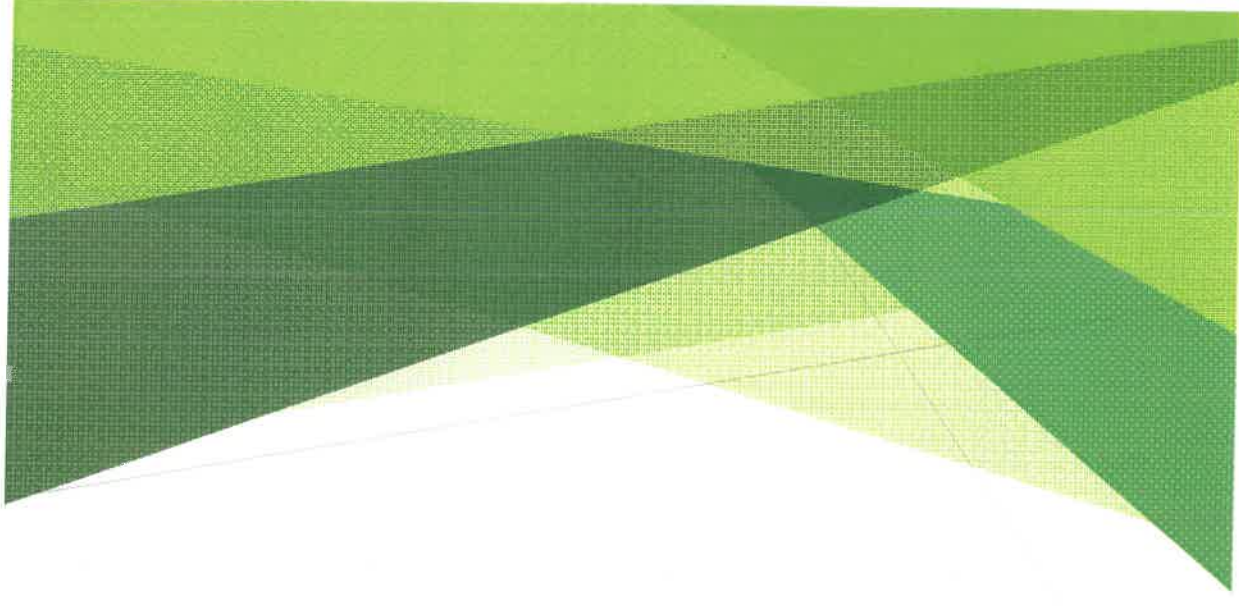
Current Situation

- ▶ Low morale within Production
 - ▶ Breakdowns are the major cause of downtime – increased hours
 - ▶ Communication at all levels could be better – informing of extended shifts
 - ▶ The shift pattern is confusing
 - ▶ Teams do not know when they are going to finish
 - ▶ Frequently people are working long shifts and doing a lot of overtime
 - ▶ We need a senior person on site at all times that we are running.



Proposal

- ▶ We would like to change the structure and shift pattern in the factory.



Structure

- ▶ We plan to create 3 teams that will rotate through the shift pattern as a complete team.
- ▶ Each team will have:-
 - ▶ 1 x planner
 - ▶ 1 x supervisor
 - ▶ 1 x Cellox operator
 - ▶ 2 x FLT drivers
 - ▶ 2 x line leaders
 - ▶ 2 x lead graders
 - ▶ 2 x graders
 - ▶ 4 x packers
 - ▶ 5 x stackers – 1 extra for holiday cover
- ▶ On any team, from lead grader down, 2 people can be on holiday at the same time.
- ▶ QC will also be fixed and rotate with the teams.



Structure

- ▶ The 3 planners will be Wayne, Iveta and Zhaneta.
- ▶ The 3 supervisors will be Aurimas, Chris and Gabor.
- ▶ Jarek will work from Tuesday to Saturday and will assist every team.
- ▶ We plan to create 3 equal teams and staff will be allocated shortly.



Revised Shift Pattern

- ▶ We plan to move to a new shift pattern.
- ▶ This will be 2 shifts of earlies, 2 shifts of lates and 2 shifts off.
- ▶ Hours will be maintained at 40 per week.
- ▶ This will mean that the engineers will always have 2 lines for maintenance.
- ▶ Each week 1 team will be designated for overtime if required so hours will be regulated.
- ▶ Planners will advise teams within two hours of shift start time if they are needed for overtime. Extenuating circumstance may not allow this to happen.
- ▶ We plan to start this shift pattern and new structure from Monday 4th June 2018.
- ▶ The pattern will reviewed for 6 months until the end of November.

Revised Shift Pattern

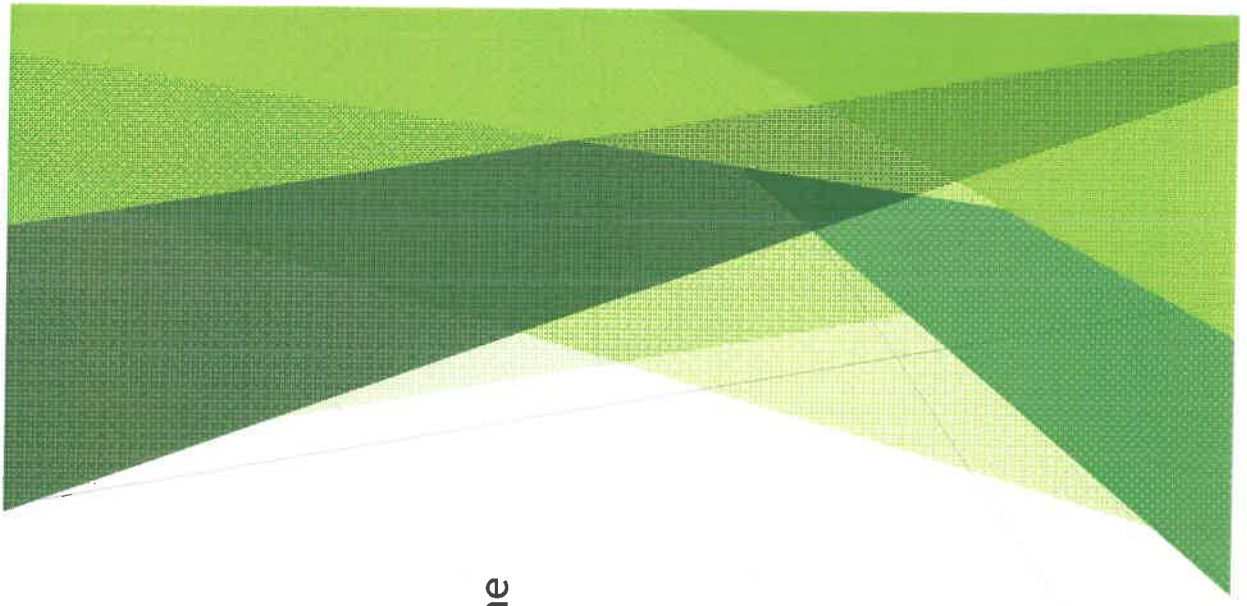
► The shift pattern is shown below.

	Week 1							Week 2							Week 3						
	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN
Planner 1	8	8	8	8	8	OFF	8	8	8	8	8	OFF	8	8	8	8	8	8	8	8	8
Calloxx 1	8	8	8	8	8	OFF	8	8	8	8	8	OFF	8	8	8	8	8	8	8	8	8
Supervisor 1	8	8	8	8	8	OFF	8	8	8	8	8	OFF	8	8	8	8	8	8	8	8	8
Team 1	8	8	8	8	8	OFF	8	8	8	8	8	OFF	8	8	8	8	8	8	8	8	8
Team 2	8	8	8	8	8	OFF	8	8	8	8	8	OFF	8	8	8	8	8	8	8	8	8
Driver 1	8	8	8	8	8	OFF	8	8	8	8	8	OFF	8	8	8	8	8	8	8	8	8
Driver 2	8	8	8	8	8	OFF	8	8	8	8	8	OFF	8	8	8	8	8	8	8	8	8

	Week 4							Week 5							Week 6						
	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN	MON	TUE	WED	THU	FRI	SAT	SUN
Planner 1	8	OFF	OFF	8	8	8	8	8	OFF	OFF	10	10	10	OFF	OFF	10	10	10	10	OFF	OFF
Calloxx 1	8	OFF	OFF	8	8	8	8	8	OFF	OFF	10	10	10	OFF	OFF	10	10	10	10	OFF	OFF
Supervisor 1	8	OFF	OFF	8	8	8	8	8	OFF	OFF	10	10	10	OFF	OFF	10	10	10	10	OFF	OFF
Team 1	8	OFF	OFF	8	8	8	8	8	OFF	OFF	10	10	10	OFF	OFF	10	10	10	10	OFF	OFF
Team 2	8	OFF	OFF	8	8	8	8	8	OFF	OFF	10	10	10	OFF	OFF	10	10	10	10	OFF	OFF
Driver 1	8	OFF	OFF	8	8	8	8	8	OFF	OFF	10	10	10	OFF	OFF	10	10	10	10	OFF	OFF
Driver 2	8	OFF	OFF	8	8	8	8	8	OFF	OFF	10	10	10	OFF	OFF	10	10	10	10	OFF	OFF

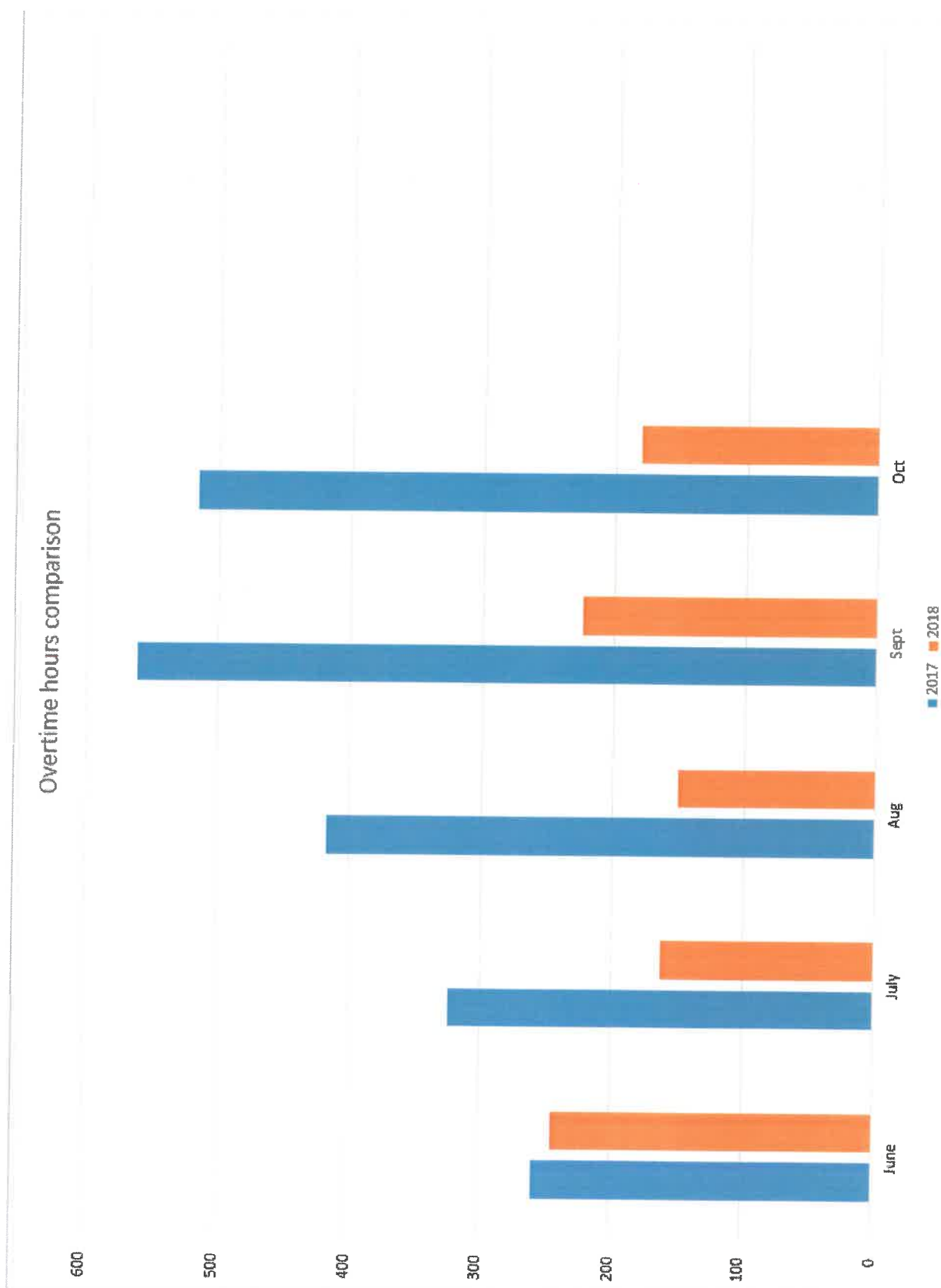
What happens now?

- ▶ Please take a copy of the revised rota.
- ▶ If there are no major issues we will start to complete the composition of the teams soon.
- ▶ If you have any questions, feedback or concerns please speak to us.

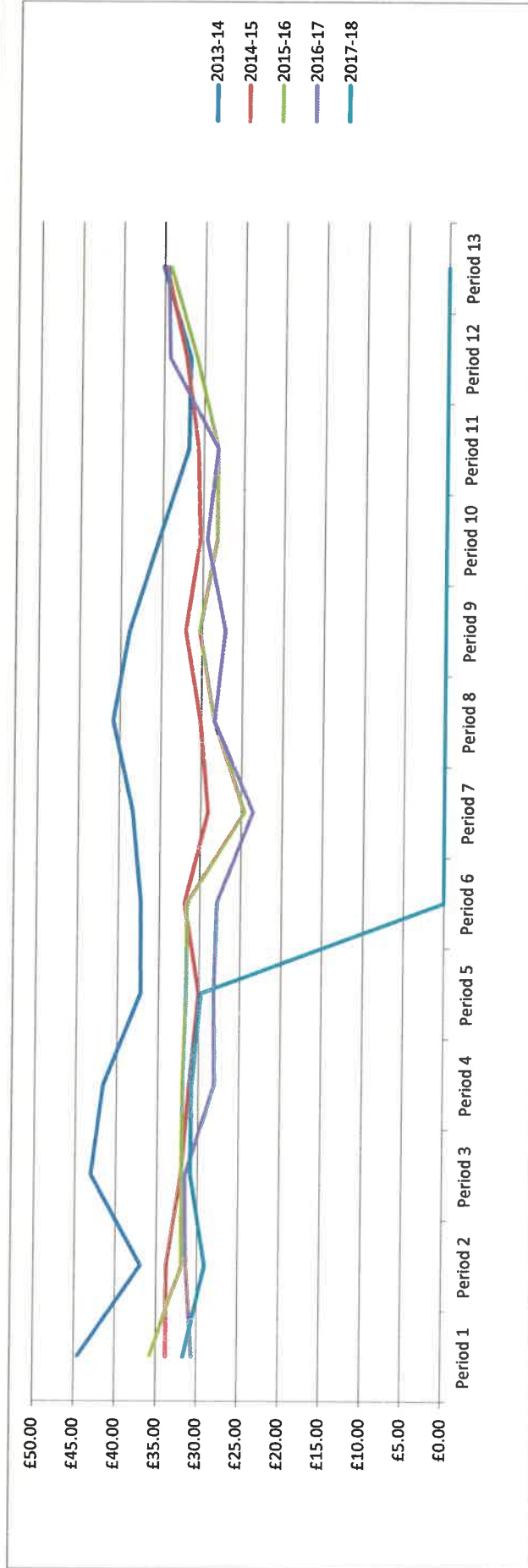


Any Questions?

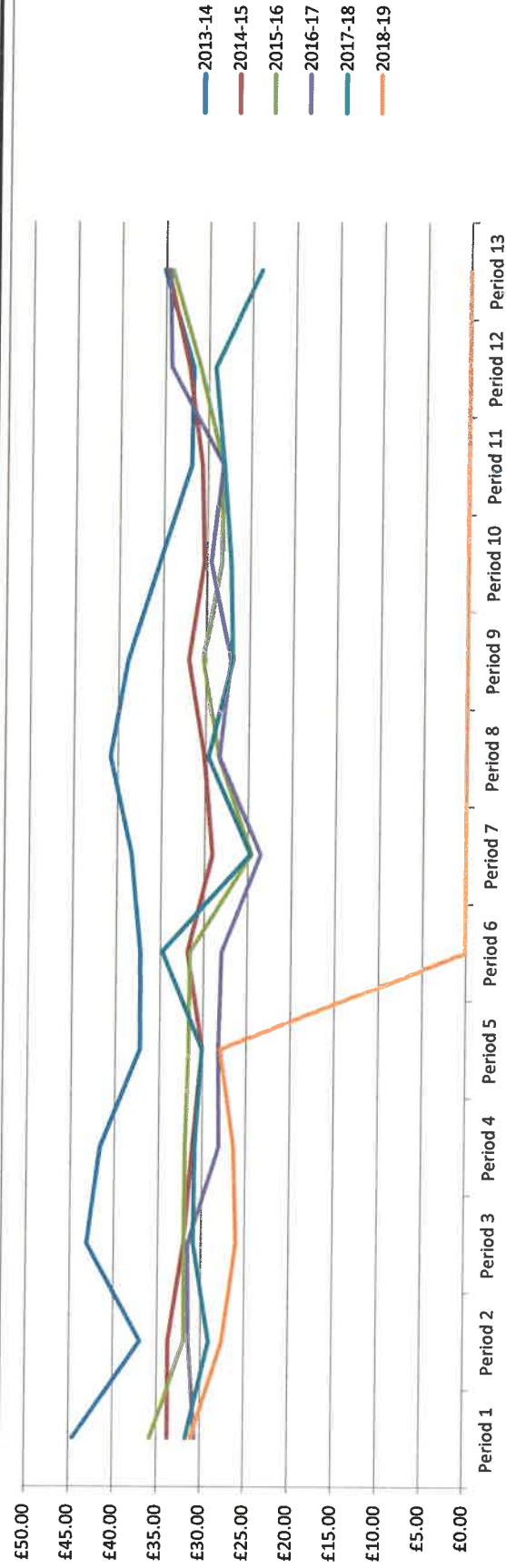




Direct labour cost per tonne analysis - Production Overall



	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	Period 10	Period 11	Period 12	Period 13	Average
Production	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Direct labour cost per tonne														
- 2013-14	£44.53	£36.94	£43.07	£41.60	£37.18	£37.23	£38.33	£40.84	£38.92	£35.42	£31.88	£31.71	£35.14	£37.65
- 2014-15	£33.71	£33.71	£32.02	£31.11	£30.07	£31.85	£29.09	£30.11	£32.00	£30.31	£30.62	£32.20	£34.78	£31.51
- 2015-16	£35.74	£31.88	£31.96	£31.93	£31.60	£31.56	£24.60	£28.42	£30.31	£28.25	£28.25	£30.94	£34.21	£30.46
- 2016-17	£30.59	£31.37	£31.54	£28.08	£28.20	£27.94	£23.55	£28.38	£27.15	£29.47	£28.19	£34.24	£34.52	£29.28
- 2017-18	£31.66	£29.08	£30.89	£30.82	£29.80	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£30.45
Variance	£1.07	(£2.28)	(£0.65)	£2.74	£1.60	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	
Tonnes - Current year	2,592	3,117	3,211	3,151	1,668	0	0	0	0	0	0	0	0	13,739
Theoretical labour cost YOY	£2,506	(£5,105)	(£1,467)	£6,473	£3,828	£0	£0	£0	£0	£0	£0	£0	£0	£6,234
Memo: Tonnes 2016-17	2,337	2,234	2,240	2,367	2,396	2,375	2,964	2,431	2,535	2,368	2,577	2,145	2,329	31,296
Memo: Tonnes 2015-16	1,917	2,021	1,972	1,915	2,040	2,081	2,948	2,292	2,373	2,409	2,172	2,044	2,180	28,364
Memo: Tonnes 2014-15	1,675	1,832	2,035	1,950	1,913	1,865	2,330	2,111	2,181	2,137	1,836	1,737	1,730	25,331



Production	Period 1													Average	
	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£
Direct labour cost per tonne															
- 2013-14	£44.53	£36.94	£43.07	£41.60	£37.18	£37.23	£38.33	£40.84	£38.92	£35.42	£31.88	£31.71	£35.14	£37.65	
- 2014-15	£33.71	£33.71	£32.02	£31.11	£30.07	£31.85	£29.09	£30.11	£32.00	£30.31	£30.62	£32.20	£34.78	£31.51	
- 2015-16	£35.74	£31.88	£31.96	£31.93	£31.60	£31.56	£24.60	£28.42	£30.31	£28.25	£28.25	£30.94	£34.21	£30.46	
- 2016-17	£30.59	£31.37	£31.54	£28.08	£28.20	£27.94	£23.55	£28.38	£27.15	£29.47	£28.19	£34.24	£34.52	£29.28	
- 2017-18	£31.66	£29.08	£30.89	£30.82	£30.09	£34.77	£24.72	£29.67	£26.94	£27.24	£28.11	£29.21	£23.97	£29.01	
- 2018-19	£31.07	£27.54	£26.00	£26.38	£28.02	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£27.80	
Variance	(£0.59)	(£1.54)	(£4.89)	(£4.43)	(£2.07)	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	£0.00	
Tonnes - Current year	2,864	3,269	3,246	3,290	790	0	0	0	0	0	0	0	0	0	13,459
Theoretical labour cost YOY	(£1,386)	(£3,445)	(£10,957)	(£10,491)	(£4,967)	£0	£0	£0	£0	£0	£0	£0	£0	(£31,245)	
Memo: Tonnes 2017-18	2,592	3,117	3,211	3,151	3,269	3,224	4,038	3,336	3,543	3,412	3,292	2,933	3,434	42,552	
Memo: Tonnes 2016-17	2,337	2,234	2,240	2,367	2,396	2,375	2,964	2,431	2,535	2,368	2,577	2,145	2,329	31,296	
Memo: Tonnes 2015-16	1,917	2,021	1,972	1,915	2,040	2,081	2,948	2,292	2,373	2,409	2,172	2,044	2,180	28,364	
Memo: Tonnes 2014-15	1,675	1,832	2,035	1,950	1,913	1,865	2,330	2,111	2,181	2,137	1,836	1,737	1,730	25,331	

3.3 - Apply methods for influencing, persuading and negotiating with others.

The CIPD highlight, both in the Code of Practice and the Profession Map, that HR professionals should possess the ability to negotiate and influence within their role. (CIPD, 2018b) (CIPD, 2018a) The areas in which these skills are required are wide ranging from trying to influence senior managers to adopt a new policy to negotiating with Trade Unions, no matter what the situation the skills required are often the same although perhaps used to varying degrees depending on the situation.

On a weekly, if not daily basis I need to influence, persuade or negotiate with either members of staff or management colleagues. The situation that I will describe is definitely a negotiation although I also needed to be able to persuade and influence in order to arrive at a satisfactory outcome. Johns & Perkins, 2016 explains that negotiation is undertaken in order to reach a mutually agreed outcome or a common understanding or viewpoint, stating that best outcome is that of a 'Win-win' situation. In order to achieve a win-win situation all involved need to feel as if the negotiation has been fair, balanced and that the outcome has benefited all parties and will do so over a period of time. (Forbes, 2018)

As a company we always try to recruit from within the business and have recently been recruiting for a Multi-Skilled Engineer, advertising not only internally, but also externally utilising recruitment websites, our own website and our Facebook page. I successfully recruited one engineer through these channels but still had an additional vacancy to fill. My next step was to approach recruitment agencies, who can produce the right candidate are a costly option. I had already been approached by a couple of agencies and opted to contact as we had established a basic relationship. For the purpose of this activity I will discuss my negotiation with one of the agencies although I did negotiate terms with both.

Prior to calling the agency I already knew, from previous experience, that the agency would offer terms of engagement that I would need to negotiate although at this point in time I did not know what their terms were. I spoke directly to the representative that had initially contacted me and during the conversation I advised the representative that we were in a situation where we needed to utilise an agency. He advised me that before he could send any CV's I would need to send back a signed copy of the terms of agreement. The standard terms and conditions were sent via email and showed a 20% fee on a 14 day payment term in addition to a staggered rebate term if the candidate should leave within an 8 week period.

From previous experience I knew that the 20% fee was quite high and decided that I would negotiate on this and the payment terms initially. The following day I contacted the representative ensuring that I engaged on a personal level prior to negotiate the terms. It was important to keep the conversation positive and friendly as conversations that are generally negative often do not lead to a mutually agreeable outcome. (Johns & Perkins, 2016). I explained that we were also working with another agency and that their fees were considerably less than the 20% that had been offered so we would be looking for a reduction in this amount. I also advised that we would like a 30 day payment term. I was asked what percentage I was looking to pay and knew that the conversation would result in myself and the representative bargaining with each other to reach a final decision. I advised that I would be looking to pay a fee of 13%, knowing that this would probably be too low for the representative. This was confirmed and it was explained that the fee would need to be higher given the time it took to recruit someone for such a specialist role in our remote geographical

location and was offered a fee of 17.5%. I advised that this was still too high and that we would not be prepared to pay this much and asked if the representative could come back with another offer for me to consider. The representative said that he needed to speak to his manager and having done this came back with an offer of 15% which I agreed upon, he also offered to extend the payment terms to 30 days. At this point I accepted this offer but advised that I wanted to review the entire agreement and look at it in line with the other agency prior to signing the agreement. The phone call was finished on a positive note and I advised that I would contact the representative with 24 hours.

Shortly after the telephone conversation the other agency I was negotiating with called to say that they would offer a free replacement should any candidate placed by them leave within an 8 week period, this was in comparison to a scaled refund from the representative I had been negotiating with earlier in the day. I contacted the representative the next day and asked if we could negotiate a better rebate scale. The representative was not available at the time so I left a message with his colleague. Later that day I received an email (DOC3.3.1) outlining that they could only negotiate on two of three factors and as we had already agreed a reduced rate and payment terms he would not be able to negotiate on the rebate structure. I chose to relinquish the extended payment terms as cash flow was not a problem in return for an improved rebate structure as I felt if this could be agreed then we could move forward with the agreement. (DOC3.3.1). The representative emailed a couple of days later to advise of the amended rebate structure and asked if they were agreeable (DOC3.3.2). I was happy to accept the negotiated terms (Figure 1) and sent an email to the representative acknowledging this and asking for the amended paperwork to be sent through. (DOC3.3.3). The paperwork has now been signed and returned and we have entered into a business agreement. (DOC3.3.4)

Comparison of standard and negotiated terms (Figure 1)

	Standard terms	Negotiated terms
Fee	20%	15%
Payment terms	14 days	30 days reduced to 14 days
Rebate structure	8 week period	12 week period
Refund if candidate leaves between	1-2 weeks 100%	1-3 weeks 100%
Refund if candidate leaves between	3-4 weeks 65%	3-6 weeks 65%
Refund if candidate leaves between	5-6 weeks 40%	7-9 weeks 40%
Refund if candidate leaves between	7-8 weeks 15%	10 – 12 weeks 15%

I feel that I followed the steps required for successful preparation for a negotiation according to (Johns & Perkins, 2016), although I completed the steps by mental preparation rather than written checklist. The steps are listed as follows:

Goal – I knew from the onset that my goal was to negotiate more agreeable terms for the Company in order to engage with the agency in an aim to recruit a Multi Skilled Engineer.

Trade – With recruitment agencies there is always elements of the agreement that can be negotiated, I knew this was usually the rate, payment terms and often the rebate structure, these were the elements that they could trade with along with the promise of an ideal candidate and I had the offer of my business and its financial reward and the potential for an extended working relationship.

Alternatives – If a mutually agreement could not be made I knew that I was in negotiation with another agency me and had been approached by a number of others, although they were less favourable as they were not situated in a suitable geographical location to recruit for us.

Relationships- There was very little history of a relationship between myself and the representative although during our initial conversations prior to discussing entering into an agreement we had always been friendly and entered into positive conversations, managing to finding some personal common ground to which flowed into all of our conversations thereafter.

Expected outcome – From my previous dealings with agencies I expected a favourable adjustment of the terms and from the onset had a figure of 15% fee in my mind and an extending the payment terms to 30 days.

Consequences – The consequences of a win-win situation is that we could engage with the recruitment agency on terms that we were both happy with, potentially start to build a long term business relationship and recruit a new engineer. With the recruitment we would have achieved our objective and the agency would have achieved their objective of placing a candidate and receiving payment. If we could not come to an agreement we would not have used that agency potentially missing an ideal candidate but on a positive note perhaps be financially better off. We would possibly had to contact additional agencies which would have been time consuming and there would have been no guarantee that their terms would be more favourable. In this lose-lose situation the agency would not have had the opportunity to place the candidate and hence would receive no payment.

Power – The power in this situation was equally dispersed to an extent as either party could have chosen to withdraw at any time with no major consequence.

In addition to preparing for the negotiation, I utilised the attributes required by HR professionals in order to be a successful influencer; (Yemm, 2008)

Friendliness - I created a positive and open forum in which to conduct communications this was particularly necessary due to the lack of face to face communication;

Empowerment – I created an environment which I believe allowed the representative to feel that the communication and negotiation was two way and that he also had an influence over the outcome;

Vision – I presented a positive vision, outlining that I wanted to engage with the agency as I felt that we had built a good rapport and had been impressed by what the representative had told me about previous similar recruitments. I explained that if we could come to an agreement on terms and recruit a successful candidate we would be keen to build a stronger, longer term business relationship with them;

The ability to build alliances – During the initial conversations, given that they all took place over the phone, I made a concerted effort to establish a positive relationship. I managed to find some common ground with the agency representative which happened to be that we both had children and had recently attended their Christmas bazaars, the conversation or reference to children then came up in most of our conversations in one way or another. During the conversations I tried to introduce an appropriate level of humour which I feel I achieved thus helping to build rapport between us creating a better stage for the negotiations to be held.

Expertise and knowledge – From prior dealings with recruitment agencies I had the knowledge that that standard terms are always open to negotiation and was aware of the general terms that would normally be accepted by an agency after negotiation. I feel that due to my ability and expertise to interact with people a successful outcome was achieved.

Bargaining skills – To ensure that I could bargain successfully I needed to understand what we could trade with each other and also the parameters that I was happy to work within. I also needed to utilise such skills as persuasion, empathy, open communication, listening and disclosing in order to bargain successfully. I was also mindful that during the negotiations there would probably need to be a degree of compromise on both sides in order to reach a suitable outcome and I may need to be assertive at times. This is something that I do not find difficult to do and having completed a communication style questionnaire it reaffirmed that my preferred communication style was indeed assertive. (DOC3.3.5)

I feel that at the end of the negotiation a 'win-win' outcome was reached for both myself and the representative and that we are in a good position to work together on this assignment and future roles.

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[Accessed 19 November 2018]

From: Jane Sadler
Sent: 26 November 2018 17:00
To: Harry Cains <Harry@Elevate-RTC.co.uk>
Subject: Re: Terms

Hi Harry

We would consider a 14 day payment term if we could come to an agreement on more appealing rebate terms. Can we negotiate 100% rebate within the first four weeks and extend the overall rebate period to 12 weeks from 8 weeks.

I think that if we can agree on this we would be in a position to move forward.

I look forward to hearing from you,

Regards

Jane

On 26 Nov 2018, at 16:16, Harry Cains <Harry@Elevate-RTC.co.uk> wrote:

Hi Jane,

We negotiate on three factors here, Percentage, Payment Days and Rebate Period.

Our standard terms of business are 20% on a 14-day payment with an 8-week rebate structure. Our Company policy allows us to negotiate on 2 of 3 factors at one time. This being said we have already negotiated to 15% on a 30-day payment basis currently. I am more than happy to increase the rebate period for you, but we would require a payment day limit of 14 days to do so.

Can this be agreed?

Much appreciated,

Harry Cains



Office: 0115 9214 807 Mobile: 07854908825

Website: www.elevatertc.com

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Registered in England: 7238857

From: Harry Cains [<mailto:Harry@Elevate-RTC.co.uk>]

Sent: 28 November 2018 09:00

To: Jane Sadler <Jane@puffinproduce.com>

Subject: Re: Terms

Hi Jane,

The rebate period we would be able to offer would be as follows!

Week 1-3- 100%

Week 3-6- 65%

Week 7-9- 40%

Week 10-12 15%

Does this sound acceptable to you?

Thanks,
Harry

Get [Outlook for iOS](#)

Hi Harry,

I can confirm that we are happy to proceed on the following terms:

15% charge

14 day payment terms

Rebate terms:

Week 1-3- 100%

Week 3-6- 65%

Week 7-9- 40%

Week 10-12 15%

Can you let me know if you are in agreement and if so send over the amended paperwork for us to sign,

Regards

Jane

Jane Sadler
HR Manager

dd: 01437 772772

t: 01437 766716

m: 07713 567246

jane@puffinproduce.com

puffinproduce.com | blasytir.com



Puffin Produce Ltd, Woodlands Site, Withybush Ind Est., Haverfordwest, Pembrokeshire, SA62 4BS

DOING THE RIGHT THING - CREATING A SUSTAINABLE FUTURE - SUCCEEDING TOGETHER

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Disclaimer

From: Jane Sadler
Sent: 30 November 2018 09:08
To: 'Harry Cains' <Harry@Elevate-RTC.co.uk>
Subject: RE: Puffin Produce Ltd - Terms

Hi Harry,

Just about to sign the document for you and have notice that within the body of the document Page 2 and on Page 5 where the scale of refund is listed it refers to 8 weeks of engagement. Could you please amend this and resend and I will get the document signed and returned today,

Regards

Jane

From: Harry Cains [<mailto:Harry@Elevate-RTC.co.uk>]
Sent: 29 November 2018 09:29
To: Jane Sadler <Jane@puffinproduce.com>
Subject: RE: Puffin Produce Ltd - Terms

Hi Jane,

That's brilliant news, please find attached the amended terms of business at 15% on 14 days with a 12-week rebate structure.

As soon as these are scanned and signed, I will be able to get the ball rolling on this position.

Thanks,



From: Jane Sadler <Jane@puffinproduce.com>
Sent: Wednesday, November 28, 2018 3:44 PM
To: Harry Cains <Harry@Elevate-RTC.co.uk>
Subject: Puffin Produce Ltd - Terms

Communication Style Questionnaire

This questionnaire is designed to help you assess your *preferred communication style*.

Thinking about your behaviour at work, write a score against each statement to represent which best typifies your behaviour where

4 = agree strongly, 3 = agree somewhat, 2 = disagree somewhat, and 1 = disagree strongly.

As with all questionnaires, the level of your honesty and self-awareness will impact on the accuracy of the outcome...so, be truthful to yourself!

- 3 1. I express my opinions in an honest and appropriate manner.
- 2 2. I can get angry and let this show.
- 2 3. I find it difficult to say 'no'.
- 1 4. If I do not agree with a task that my boss has given me, I find a way of dragging my feet on it.
- 4 5. I feel comfortable in asking for help from someone if they know more than me.
- 3 6. I feel guilty if I leave on time for a valid reason and other people are still working.
- 3 7. I can be sarcastic.
- 2 8. I think my way of doing things is better than other people's.
- 2 9. If someone takes advantage of me, I find a way of evening the score.
- 4 10. I feel I have a right to say no to other people's requests and to negotiate a compromise.
- 1 11. If I am in a large meeting, I find I do not speak up.
- 3 12. I like to be in control of a situation.
- 1 13. I stare people down.
- 4 14. I make good eye contact with other people.
- 1 15. If I am unsure about a task that I have been given, I find it uncomfortable to ask for help.
- 3 16. I talk about other people behind their backs.
- 1 17. When I have to deal with someone in authority, I find it difficult to look them directly in the eye.
- 4 18. I am a good listener and equally other people listen to what I have to say.
- 1 19. Rather than confronting someone about an issue, I would rather give them the cold shoulder or drop hints to other people that I am not happy.
- 3 20. I am not afraid to be direct with someone, even if they think I am being rude.

Self-Assessment: Results

To assess your preferred communication style, transfer the scores you have given to each statement to the boxes below.

Then total each column downwards.

Look at the column where your score is the highest.

This is the communication style you use most of the time.

Q1 3	Q3 3	Q4 1	Q2 2
Q5 4	Q6 3	Q7 3	Q8 2
Q10 4	Q11 1	Q9 2	Q12 2
Q14 4	Q15 1	Q16 3	Q13 1
Q18 4	Q17 1	Q19 1	Q20 3
Total 19	Total 9	Total 10	Total 9
Assertive	Passive	Passive Aggressive	Aggressive 9

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources –
5CDPP

Activity 5

- Undertake a self-assessment against a section of the CIPD HR Professional Map, at Band 2, to identify your professional development needs. The section should include: 2 professional areas (1 of which should be core) and at least 2 behaviours;
- Select at least 3 development options to meet your development needs.
- Devise a personal development plan in which you detail your development objectives and justify development options selected.

Word Count: N/A

Student Name: Jane Sadler

Student Number: 1806991

CIPD Membership Number: 52080882

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: Jane Sadler

Date: 19 November 2018

5.1 – CIPD Profession Map self-assessment

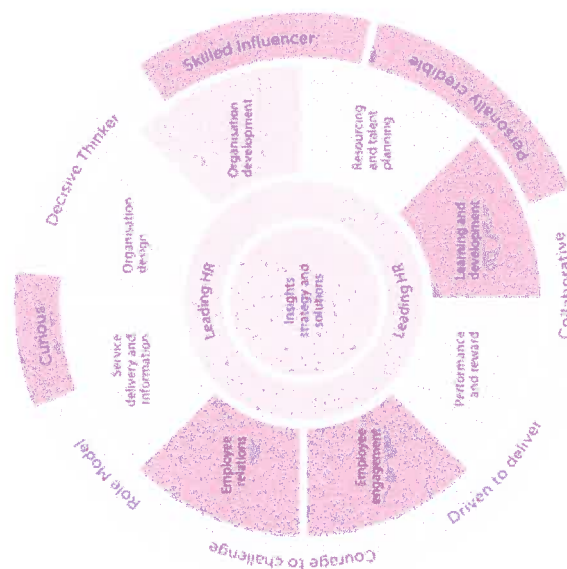
CIPD

Welcome back **Jane** (STUDENT)
You're currently assessing as a **PROFESSIONAL**

 **Dashboard**  **Learn more**  **Exit**

TAKE A STUDENT ASSESSMENT

Select the areas you want to assess yourself against by clicking on the map below. De-select the areas by clicking them again. Areas shaded in colour are completed assessments; click on them if you'd like to re-assess yourself.



SELECTED AREAS

You'll take the assessments in the order that they appear below. Drag and drop the areas to change the order. Note: you must complete the two core areas before completing your selected professional areas.

As a student we recommend you assess yourself against the core of the map and the Behaviours, then any Professional Areas which are relevant to your role, or which you aspire to work in. To find out which areas of HR might interest you, click on the link underneath the Map.

Want to find out which HR areas interest you the most? [CLICK HERE](#)

Development plan

NAME:	Jane Sadler	MEMBERSHIP NUMBER:	52080882
COVERING THE PERIOD FROM:	OCTOBER 2018	TO:	OCTOBER 2019

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
INSIGHT AND STRATEGIC SOLUTIONS – Develop a deeper understanding of the Company financial accounts, measures for success and commercial performance within the sector, including performance goal for current financial year. Understand any trends and the reasons for the trends.	Locate and review financial accounts. Arrange a meeting with the FD or FM to explain the accounts in more detail. Attend weekly finance update	Input from accounts team and access to reports.	To be able to explain to a member of the Mgt team the basic financial accounts, measures of success and the business commercial performance against similar companies. Also to inform them of the performance goal for the current year and any trends and how these have come about. Weekly attendance at the finance meetings	Target completion December 18
L AND D – Research the key principles behind adult learning theory in order to deliver effect in house training sessions.	Read and understand Knowles adult learning theory. Understand the different ways in which people learn ie cognitivism, constructivism, behaviourism	Access to academic research online and text books CIPD website Talk to prospective attendees about how they learn best.	To develop a training session that can evidence the use of one or more of the learning styles and has a successful learning outcome with attendees leaving the session understanding the process and feeling more confident. Evaluate the training session by asking for specific feedback relating to the delivery in the context of learning styles.	Review monthly Target completion date February 2019

CURIOUS/EMPLOYEE RELATIONS Increase knowledge around the most up to date and company relevant employment law.	Attend four employment law events per year. Read one current employment law related article each week	Plan in events using CIPD events calendar, Redkite/Morgan La Roche HR updates. Utilise HRxpert, Employment law specialists on LinkedIn, CIPD website, ACAS to read on a weekly basis. Develop own HR Network of professionals within the Food Industry	Keep a log of events planned and attended. Monitor on a weekly basis, log articles read each week. Increase number of Linked In HR contacts within the Food Industry, contact local HR professionals within the Food Industry	Review monthly. Target completion October 2019
SKILLED INFLUENCER – To undertake MBTI psychometric test to ascertain insight into my influencing styles in an aim to understand how best to influence key colleagues within the management team	Undertake MBTI psychometric test Discuss with Managers and Senior Managers the reason that I would like them to share their MBTI outcomes with me. Many of them have recently undertaken this test as part of a management training programme.	Access to MBTI psychometric test and explanatory detail Colleagues within the Management team will need to complete the MBTI psychometric test if they have not done so already and be happy to share the outcome with me. Detail my personality against key colleagues that I work with regularly and may need to influence.	MBTI test undertaken Obtained and recorded colleagues MBTI personality outcomes Success when trying to influence key colleagues. Evaluate success by reflecting on the outcome of discussions taking into account MBTI personality types for myself and the individual/s involved.	Review monthly Target completion Dec 2018
Complete a self-assessment using the CIPD new Profession Map	Complete the Self-Assessment on the CIPD website	Access to CIPD website	Completion of self assessment and record of any outcomes in my development plan	Target completion date February 2019

Activity 5 - CIPD Development Map – Justification of Development options

1. INSIGHT AND STRATEGIC SOLUTIONS – (Professional area – Core)

Develop a deeper understanding of the Company financial accounts, measures for success and commercial performance within the sector, including performance goal for current financial year. Understand any trends and the reasons for the trends.

Historically I have not been included in finance discussions and weekly meetings and to be honest it is not something that I have pushed although I realise that HR can and does have an impact on the financial performance of a Company. With this in mind I need to develop a deeper understanding of the financial accounts and the areas listed above in order to better understand the business focus, where and how HR can make a difference and how to report new HR concepts/ideas in line with the financial detail and expectations to ensure that they will be more positively received.

2. LEARNING AND DEVELOPMENT (Professional area – Core)

Research the key principles behind adult learning theory.

As a company we have a very young and often inexperienced work force when it comes to many of the HR processes such as handling disciplinary situations, return to work interviews, appraisals. There are external providers that we can use to deliver such training sessions but due to the shifts that our staff work it is easier to deliver short mainly process based sessions in house. With this in mind I intend to design and deliver a number of short sessions around the key HR processes that are used most frequently. Whilst I am aware that there are different learning styles I do not have a full understanding of this area and feel that it is important to research this prior to designing any sessions in order to make the sessions accessible to all learning styles.

3. CURIOUS/EMPLOYEE RELATIONS (Behaviour and professional area)

Increase knowledge around the most up to date and company relevant employment law.

Employment Law is an area where I feel that I have a good general working knowledge but I am aware that I do not always keep abreast of relevant changes to law and employment tribunal outcomes that could change the way that cases are viewed going forward. It is an area that interests me but I do not put aside time to read articles etc. To enable the Company to conduct itself within the law it is imperative that we regularly sense check our policies and procedures against current law and best practise. In order to do this I must ensure that I am more proactive in keeping up to date with the most up to date employment law.

4. SKILLED INFLUENCER (Behaviour)

To undertake MBTI psychometric test or similar to ascertain insight into my influencing styles in an aim to understand how best to influence key colleagues within the management team

The Company are currently entering a period of change whereby we are installing a new fully automated plant. To date I have not been included in any formal discussions although understand there will be significant HR implications during the change process. I am currently in the process of trying to influence a group of senior managers that are very focused on the structural, financial and

process driven elements of the installation that they should be considering the HR implications such as possible redundancy, change in job roles, creation of new job roles now. This is a huge investment for the Company and historically HR would not have been involved but I need to change this going forward and as such need to become a more 'skilled influencer'. Deepening my understanding of my personality profile and that of others will help me achieve this. I have very positive working relationships with all members of the management and senior management team, but nevertheless understand that HR intervention in this scenario is also a change and needs to be handled appropriately.

The CIPD have developed a new style Profession Map, this will be the map that will be used going forward so I intend to do a self-assessment using the new map and record any development actions in my development plan.

In addition, as a result of the CIPD course I am learning new ways of thinking that could benefit the Company and in order to put new ideas into practise, as well as underpinning recommendations with evidence, I also need to be a skilled influencer.

Learning style

There is a general understanding that different people learn in different ways depending on their preferred learning style and although the concept is often criticised it is found to have a degree of relevance by individuals who use the models. (Horn, 2012). I have carried out two learning style questionnaires the outcomes of which are very similar. The first test was the VARK test which is divided into four sensory modalities, Visual, Auditory, Read/Write and Kinaesthetic hence the acronym VARK. (DOC5.1) Having completed the questionnaire my result was a Kinaesthetic learner. This describes a hands-on, tactile learning style focused on personal experiences, using demonstrations or simulations to best aid learning. (Horn, 2012). Honey and Mumford Learning styles is another familiar model used within learning and development and is derived from the Kolb Cycle. (Stuart & Rigg, 2011). The four preferred ways of learning identified by Mumford and Honey are Reflector, Pragmatist, Theorist and Activist, upon completing the questionnaire I had similar high scores as Reflector and Pragmatist although the results did show that I had a moderate preference as opposed to a very strong preference. (DOC5.2) A pragmatist is someone who is practical and hands on, very similar to the Kinaesthetic learning style identified in the VARK model and a Reflector would be someone who would observe and think about solutions before jumping in. Neither learning styles identified me as someone who learning style leaned toward a theoretical/reading style of learning although it is true to say that dependant on the situation that I find myself in I would utilise all learning styles to a varying degree.

As a result of my identified learning styles I have chosen methods to achieve the development objectives which lend themselves to my outlined way of learning ie one to one meetings, discussions, networking, self-analysis, attending events and conferences.

Bibliography

Horn, R., 2012. *The Business Skills Handbook*. 3rd ed. London: CIPD.

Stuart, J. & Rigg, C., 2011. *Learning and Talent Development*. 1st ed. London: CIPD.



visual aural read/write kinesthetic

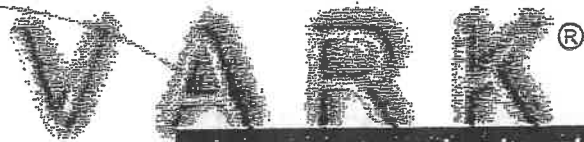
The VARK Questionnaire (Version 7.1)

How Do I Learn Best?

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

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

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.



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 =

4

Total number of As circled =

8

Total number of Rs circled =

5

Total number of Ks circled =

10



a guide to learning styles

English

[Visual](#) - [Aural](#) - [Read/Write](#) - [Kinesthetic](#) - [Multimodal](#)
Kinesthetic Print version

- Home
- FAQ
- Questionnaire
- Helpsheets
- Using VARK
- What's new?
- More information
- Products
- Contact Us
- Site Map
- Copyright

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.*

LEARNING STYLES QUESTIONNAIRE

(Honey & Mumford - revised 1986)

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

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

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

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

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

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

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

(Honey and Mumford 1986)

LEARNING STYLES QUESTIONNAIRE - SCORING

(Honey & Mumford 1986)

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

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

Ring your scores on this chart and join up.

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

CIPD Candidate evidence matrix

(CEM1)

Candidate name: Jane Sadler				CIPD Membership/registration No.:			
Qualification title: CIPD L5 Diploma in Applied Human Resources				52080882			
				Unique Learner No. (ULN):			
				1806991			
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled	
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	Apprenticeship Learning Agreement	DOC1.1			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	Apprenticeship contract between employer and B-WBL	DOC1.2			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	WEST Application of number results	DOC1.3			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	WEST Application of Communication results	DOC1.4			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	WEST Application of Digital Literacy results	DOC1.5			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	UWTSD Student Code of Conduct	DOC1.6			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	CIPD Code of Conduct	DOC1.7			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	Screenshot of CIPD Website – Knowledge Hub	DOC1.8			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	Welcome to the CIPD – Student Leaflet	DOC1.9			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	CIPD L5 Diploma in Applied Human Resources – Programme of study handbook	DOC1.10			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	CIPD Diploma in Applied Human Resources - Timetable	DOC1.11			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	CIPD Diploma in Applied Human Resources – Managing your learning	DOC1.12			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	Screenshot – UWTSD Website showing Quicklinks	DOC1.13			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	Screenshot – UWTSD Website showing Moodle Homepage	DOC1.14			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	Screenshot – UWTSD Website showing course calendar	DOC1.15			
5CDPP	Developing Professional Practise in Human Resources	1.1,1.2,1.3	Screenshot – UWTSD Website showing Library resources	DOC1.16			

5CDPP	Developing Professional Practice in Human Resources	1.1,1.2,1.3	Screenshot – UWTSd Website showing MyDay home page	DOC1.17		
5CDPP	Developing Professional Practice in Human Resources	1.1,1.2,1.3	Screenshot – UWTSd Website showing IT Service desk information	DOC1.18		
5CDPP	Developing Professional Practice in Human Resources	1.1,1.2,1.3	Screenshot – UWTSd Website showing Help and Advise information	DOC1.19		
5CDPP	Developing Professional Practice in Human Resources	1.1,1.2,1.3	Screenshot – UWTSd Moodle – Lecturers contact details	DOC1.20		
5CDPP	Developing Professional Practice in Human Resources	1.1,1.2,1.3	Screenshot – UWTSd Moodle showing individual module access	DOC1.21		
5CDPP	Developing Professional Practice in Human Resources	1.1,1.2,1.3	Screenshot – UWTSd Moodle showing specific module information	DOC1.22		
5CDPP	Developing Professional Practice in Human Resources	1.1,1.2,1.3	Library Passport	DOC1.23		
5CDPP	Developing Professional Practice in Human Resources	1.1,1.2,1.3	CIPD L5 Diploma in Applied Human Resources – Induction Questionnaire	DOC1.24		
5CDPP	Developing Professional Practice in Human Resources	3.1	Project Management – Gantt Chart	DOC3.1.1		
5CDPP	Developing Professional Practice in Human Resources	3.1	Senior Management collated meeting notes	DOC3.1.2		
5CDPP	Developing Professional Practice in Human Resources	3.1	Meeting notes – Trainer, Call of the Wild rep and myself – 15 November 2017	DOC3.1.3		
5CDPP	Developing Professional Practice in Human Resources	3.1	Email confirming 15 Nov 2017 meeting and outline	DOC3.1.4		
5CDPP	Developing Professional Practice in Human Resources	3.1	Draft document outlining the Puffin Management programmes course content	DOC3.1.5		
5CDPP	Developing Professional Practice in Human Resources	3.1	Update Meeting notes – 26 March 2018	DOC3.1.6		
5CDPP	Developing Professional Practice in Human Resources	3.1	Screenshot – Calendar invite to Senior Managers to discuss final draft of Leading at Puffin Programme	DOC3.1.7		
5CDPP	Developing Professional Practice in Human Resources	3.1	Email outlining estimated costs of programmes from Call of the Wild	DOC3.1.8		
5CDPP	Developing Professional Practice in Human Resources	3.1	Email confirming acceptance of cost of programmes	DOC3.1.9		
5CDPP	Developing Professional Practice in Human Resources	3.1	Email from Welsh Assembly Government with funding application forms	DOC3.1.10		
5CDPP	Developing Professional Practice in Human Resources	3.1	Section of application form directly relating to the courses and funding	DOC3.1.11		

5CDPP	Developing Professional Practice in Human Resources	3.1	Email confirmation from Welsh Government that funding had been approved	DOCC3.1.12		
5CDPP	Developing Professional Practice in Human Resources	3.1	Email to delegates advising of the course and requesting notification of availability	DOCC3.1.13		
5CDPP	Developing Professional Practice in Human Resources	3.1	Excel spreadsheet mapping availability of delegates and trainer	DOCC3.1.14		
5CDPP	Developing Professional Practice in Human Resources	3.1	Screenshot of calendar invite to delegates for training session	DOCC3.1.15		
5CDPP	Developing Professional Practice in Human Resources	3.1	Excel Spreadsheet showing booked venue details	DOCC3.1.16		
5CDPP	Developing Professional Practice in Human Resources	3.1	Email trail showing booking stages for one venue	DOCC3.1.17		
5CDPP	Developing Professional Practice in Human Resources	3.1	National Trust Customer Application and Validation form	DOCC3.1.18		
5CDPP	Developing Professional Practice in Human Resources	3.1	Email to delegates asking them to select a lunch option	DOCC3.1.19		
5CDPP	Developing Professional Practice in Human Resources	3.1,	Email to venue asking for adjustment to the normal lunch set up	DOCC3.1.20		
5CDPP	Developing Professional Practice in Human Resources	3.1	Completed venue planner	DOCC3.1.21		
5CDPP	Developing Professional Practice in Human Resources	3.1	Screenshot – Calendar invite advising MD and FD of requirement as session and input	DOCC3.1.22		
5CDPP	Developing Professional Practice in Human Resources	3.1	Email trail showing request for and receipt of feedback	DOCC3.1.23		
5CDPP	Developing Professional Practice in Human Resources	3.1	Leading at Puffin – Training Evaluation questionnaire	DOCC3.1.24		
5CDPP	Developing Professional Practice in Human Resources	3.2	Picture of information captured from brainstorm activity – why is there low morale in production	DOCC3.2.1		
5CDPP	Developing Professional Practice in Human Resources	3.2	Picture of information captured from brainstorm activity – how can we resolve the problem?	DOCC3.2.2		
5CDPP	Developing Professional Practice in Human Resources	3.2	Excel Spreadsheet showing new rota pattern and team structure	DOCC3.2.3		
5CDPP	Developing Professional Practice in Human Resources	3.2	Presentation to employees relating to the proposed new shift pattern and structure	DOCC3.2.4		
5CDPP	Developing Professional Practice in Human Resources	3.2	Histogram showing comparison of overtime hours between June and October of 2017 and 2018	DOCC3.2.5		
5CDPP	Developing Professional Practice in Human Resources	3.2	Financial report showing July to October 2017 results	DOCC3.2.6		
5CDPP	Developing Professional Practice in Human Resources	3.2	Financial report showing July to October 2018 results	DOCC3.2.7		

5CDPP	Developing Professional Practice in Human Resources	4.3	Email negotiating rebate structure and payment terms	DOC3.3.1		
5CDPP	Developing Professional Practice in Human Resources	4.3	Email from recruitment agency offering revised rebate terms	DOC3.3.2		
5CDPP	Developing Professional Practice in Human Resources	4.3	Email accepting negotiated terms and requesting amended documentation	DOC3.3.3		
5CDPP	Developing Professional Practice in Human Resources	4.3	Email from recruitment agency confirming acceptance of negotiation and agreeing to send revised terms	DOC3.3.4		
5CDPP	Developing Professional Practice in Human Resources	4.3	Communications Styles questionnaire	DOC3.3.5		
5CDPP	Developing Professional Practice in Human Resources	5.1	Screenshot of CIPD profession map self-assessment	DOC5.1		
5CDPP	Developing Professional Practice in Human Resources	5.3	Completed VARK questionnaire	DOC5.2		
5CDPP	Developing Professional Practice in Human Resources	5.3	Completed Honey and Mumford questionnaire	DOC5.3		

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:

Jane Sadler

Date:

30 November 2018