

Name: Emma Carrington

Student Number: 1910725

CIPD Membership Number: 55478700

Qualification: CIPD Diploma in Applied  
Human Resources (CIPDL5)

Module: Developing Professional Practice  
in Human Resources



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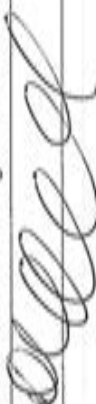
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# CIPD Candidate evidence matrix

(CEM1)

| Candidate name: Emma Carrington                                       |                                                     |                         | CIPD Membership/registration No.:<br>55478700                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |                   |                        |
|-----------------------------------------------------------------------|-----------------------------------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------|------------------------|
| Qualification title: CIPD Diploma in Applied Human Resources (CIPDL5) |                                                     |                         | Unique Learner No. (ULN): 1910725                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                           |                   |                        |
| Unit code                                                             | Unit title                                          | Assessment criteria no. | Evidence description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Evidence reference number | Assessor initials | IV initials if sampled |
| 5CDPP                                                                 | Developing Professional Practice in Human Resources | 1.1, 1.2, 1.3           | I identified and collect information relating to the CIPD Diploma in Applied Human Resources (CIPDL5) HR programme, including. My report included key components of the programme, such as the timetable, duration of the qualification and modules, along with organisational arrangements between College Sir Gar and B-wbl providers. I have outlined the Codes of Practice for College Sir Gar, UWTSD and the CIPD Code of Professional conduct. The report also contains other key sources of further information including I have also complete and included the induction questionnaire, issued by Julie at the start of the course. This demonstrates and confirms my understanding of the programme. |                           |                   |                        |
| 5CDPP                                                                 | Developing Professional Practice in Human Resources | 2.1, 2.2                | I have written a report in which details how the CIPD HRPM professional areas and bands define the HR profession and why the HRPM behaviours are essential to be an effective HR professional. Within the report I have evaluated how the professional areas and band of the CIPD HR Profession Map define the HR profession. I have also explained why the behaviours identified in the CIPD HR professional map are essential to be an effective HR Professional.                                                                                                                                                                                                                                           |                           |                   |                        |
| 5CDPP                                                                 | Developing Professional Practice in Human Resources | 3.1, 3.2, 4.3           | I have collected and presented a range of work-based evidence: <ul style="list-style-type: none"><li>• which reflects my ability to: plan, implement, monitor and evaluate work projects e.g. I am currently Project Managing the Health Education Improvement Wales (HEIW) Corporate Health Standards (CHS) mock</li></ul>                                                                                                                                                                                                                                                                                                                                                                                   |                           |                   |                        |

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                     |           |                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• apply basic techniques for analysing and resolving problems. Within assignment 3 I have outlined a number of examples.</li> <li>• apply methods for influencing, persuading and negotiating with others. Within assignment 3 I have outlined a number of examples.</li> </ul> |  |              |          |
| 5CDPP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Developing Professional Practice in Human Resources | 4.1 & 4.2 | I have written a short report which outlines and explains the concept of group and team dynamics. Within the report I have demonstrated an understanding of political behaviour and how it can impact on the achievements of organisational objectives. |                                                                                                                                                                                                                                                                                                                        |  |              |          |
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| <b>Candidate declaration:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                     |           |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                        |  |              |          |
| <ul style="list-style-type: none"> <li>• I confirm that the work/evidence presented for assessment is my own unaided work.</li> <li>• 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.</li> <li>• I agree to this work being subjected to scrutiny by textual analysis software if required.</li> <li>• 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.</li> <li>• 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.</li> <li>• I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.</li> </ul> |                                                     |           |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                        |  |              |          |
| <b>Signature:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                     |           |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                        |  | <b>Date:</b> | 08/01/20 |

### **Notes on candidate evidence matrices**

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

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

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

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



Name: Emma Carrington

Student Number: 1910725

CIPD Membership Number: 55478700

Qualification: CIPD Diploma in Applied Human Resources (CIPDL5)

Module: Developing Professional Practice in Human Resources

Activity 1: Understand the components of a specific HR career development programme

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: Emma Carrington

Date: 9<sup>th</sup> January 2020

## **Introduction**

Within the first section of the Developing Professional Practice module I have identified and collated information relating to my development programme, including: key components of the programme, organisational arrangements, codes of practice, and key sources of further information, which confirms my understanding of the programme.

## **Developing Professional Practice**

I am a student member of two professional education bodies; University of Wales Trinity St David's and College Sir Gar, studying an apprenticeship at a Level 5 CIPD professional qualification in Applied Human Resources.

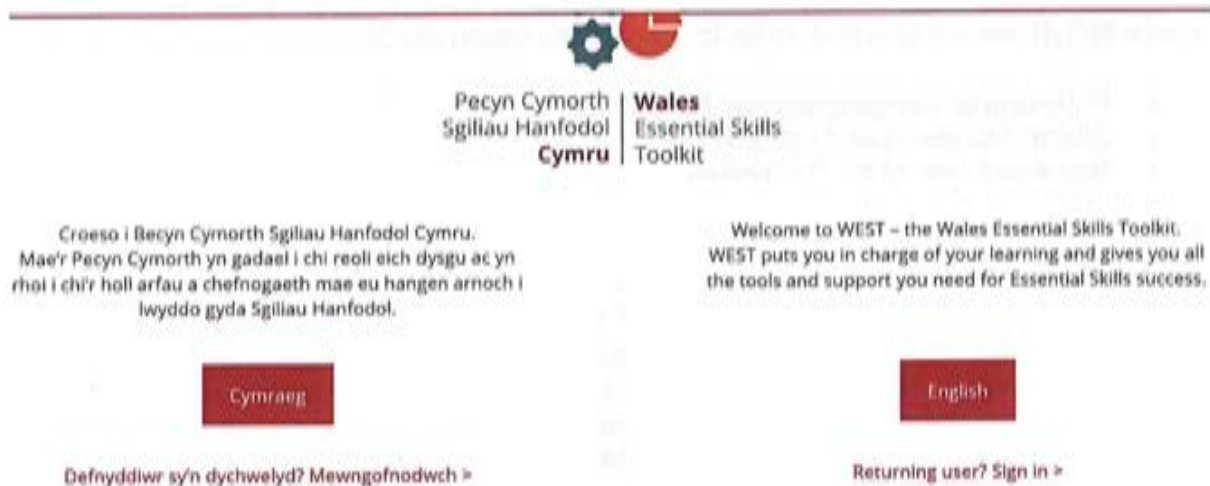
## **Apprenticeship Programme**

The apprenticeship programmes in Wales are contracted to training providers by Welsh Government. Coleg Sir Gar and Coleg Ceredigion delivers its work-based learning provision within a consortium of training providers (B-wbl). B-wbl are the providers who work together to deliver work-based learning in Wales and are made up of further education colleges and private training providers which are led by Pembrokeshire College. Members include: PRP Training Ltd, Cymru Care Training Ltd, Coleg Gwent, Bridgend College, The people Business Wales and Tydfil Training Consortium. The training provider for my apprenticeship at a Level 5 CIPD professional qualification in Applied Human Resources apprenticeship is College Sir Gar.

B-wbl provide a unified work-based learning network that is committed to providing individuals to high quality learning opportunities. They aim to provide training that ensures each learner achieves their potential and employees needs are met. B-wbl ensure that:

- Each learner receives the best support and opportunities available to them by sharing resources.
- Employers are able to access a better choice of high-quality provision through their members.
- To ensure the learners' experience are similar across all of their providers, they share and adopt best practice which allows members to share high quality practice.
- A joined-up approach to training and development is offered across South Wales, which facilitate more opportunities and planned progression routes, from engagement and level one employability programmes, through to level five higher apprenticeships.
- Regional planning with local delivery that meets employer and employee needs is also offered.

I commenced the apprenticeship at a Level 5 CIPD professional qualification in Applied Human Resources during September 2019. Alison Williams was assigned to our group as a training advisor / assessor / mentor. At the start of the course Alison carried an initial assessment which included numeracy, literacy and digital literacy abilities. The aim of this was to highlight if any extra support is needed whilst students undertake their study. The assessments were accessible via <https://www.walesessentialskills.com/?q=node/6> and completed within the first 4 weeks of this course.



Alison is available to help with all matters relating to study along with any personal problems that may affect study. Alison also:

- Assesses me in the workplace using the standards for my qualification
- Conducts reviews with me on a regular basis and sets SMART (Specific, Measurable, Achievable, Realistic and Timely) targets to help me progress and complete my programme within the specified timescales.
- Help me develop my study skills
- Help with career planning
- Identify my support needs

At set intervals (56 days for apprenticeship programmes) Alison will discuss my progress with me and my employer HEIW, if applicable.

As a learner at Coleg Sir Gar I am expected to develop an understanding of how I learn best by undertaking a VARK assessment. During my induction meeting with Alison she outlined the purpose of a VARK assessment and asked me to undertake one.

As a student at the college on an apprenticeship programme I have been asked to complete and sign an Individual Learning agreement / plan (appendix 1).

Essential Skills qualifications are skills that are transferable between everyday tasks that I perform. I will be expected to produce a portfolio and sit controlled tasks for my essential skills qualification work. It can contain work from the Level 5 CIPD professional qualification in Applied Human Resources however, specific assignments may need to be completed.

College Sir Gar has a Code of Conduct which all learners must sign up to and details how students are expected to act when in college. It also includes times that students are traveling to and from the college, taking part in educational visits or taking part in other college activities (appendix 2).

### **Level 5 CIPD professional qualification in Applied Human Resources**

To undertake Level 5 CIPD professional qualification in Applied Human Resources it is a requirement that I become a student member of CIPD and adhere to its Codes of Conduct. All CIPD Members must commit to upholding and maintaining the standards and behaviors ('obligations') set out in our Code of Professional Conduct document. The standards apply equally to all CIPD Members regardless of their level of membership

These obligations are grouped under four principles (appendix 3):

- Professional Competence and Behaviour
- Ethical Standards and Integrity
- Representative of the Profession
- Stewardship

The Level 5 CIPD professional qualification in Applied Human Resources is a two-year programme, ending May 2021, and is part of the higher apprenticeship framework in HRM. The course will run during term time on a specified Wednesday per month between 9:30am to 4:30pm, (9-9:30am and 4:30-5pm drop-in session). The course timetable consists of 16 Modules - 5 Core modules - 6 Knowledge based modules - 5 Competence based modules (appendix 4). The total qualification time is 900 hours, this is divided into 450 hours guided learning and 450 hours self-study (guided learning hours – off and on the job). Self-directed learning is a requirement for preparation of assessments. The course lecturer is Julie Thomas, who sets classroom attendance and activities. My learning is managed through attending the monthly workshops and undertaking the activities on my learning plan (2-3 hours per week). I undertake approx. 5-6 hours a week of self-study.

The core text books for the programme are:

- Taylor and Woodhams (2016). Studying Human Resource Management
- Taylor and Woodhams (2016). Human Resource Management: People and Organisations
- In Kathy Daniels (2019). Introduction to Employment Law.

The learning plans for each module are split into guided learning; class centred and guided learning and home/work centred. It is a requirement that I work through the plan until the next workshop. To maintain housekeeping, I keep a record of my tasks in a dated electronic file (which includes on and off the job training as part of my CIPD).

Each module has one assignment or requires me to submit a port-folio of evidence. The Developing Professional Practice module involves me collecting evidence throughout the period with a final development plan and record submitted in May 2021. I must adhere to the assignment specification closely and the word count guidance for each assignment.

At the start of the programme the group attended an induction and undertook an induction questionnaire (appendix 5). Julie outlined some of the key resources needed to complete the programme including the programme handbook, the learning plan for each module, timetable, reading list, Moodle, student e-mail and they library. Julie is a member of LinkedIn and regularly share articles and other resources that are highly relevant to this programme. The following Social media resources are advisable: LinkedIn, CIPD, CMI, ILM, ACAS, Roffey Park Institute, Harvard Business Review, The Economist, World Economic Forum, Science for Work, Consultants - McKinsey, Centre for Creative Leadership, Deloitte, Government Offices e.g. Equality and Human Rights Commission, Office for National Statistics, Chwarae Teg, Action for Happiness, Credible newspapers – e.g. The Telegraph, Thought Leaders – David Ulrich, Richard Branson, Josh Bersin, Daniel Goleman, Simon Sinek, Arianna Huffington, Jeffrey Pfeffer.

During the induction it was also noted that valuable information is also shared via the following Facebook pages; HR Students at UWTSD, CIPD and CIPD Wales. Local CIPD events and information is also shared on the following web pages:

- Events – all on Eventbrite [www.eventbrite.co.uk](http://www.eventbrite.co.uk)

- CIPD Website - [www.cipd.co.uk](http://www.cipd.co.uk)
- <https://www.youtube.com/user/CIPDGlobal>

## CIPD Conferences



### Annual Conference and Exhibition 2019

6-7 November 2019  
Manchester Central

- ✦ Book your conference pass
- ✦ Register for a free exhibition pass



### Festival of Work 2020

10-11 June 2020  
Olympia London

- ✦ Book a stand

### Student Support Services

Student support services are available to students, the services include help with academic writing, Study skills, Counselling service. The services can be accessed via Tel: 01267 676830  
Email: [studentservices@uwtsd.ac.uk](mailto:studentservices@uwtsd.ac.uk)

For all your Student Needs - Hwb

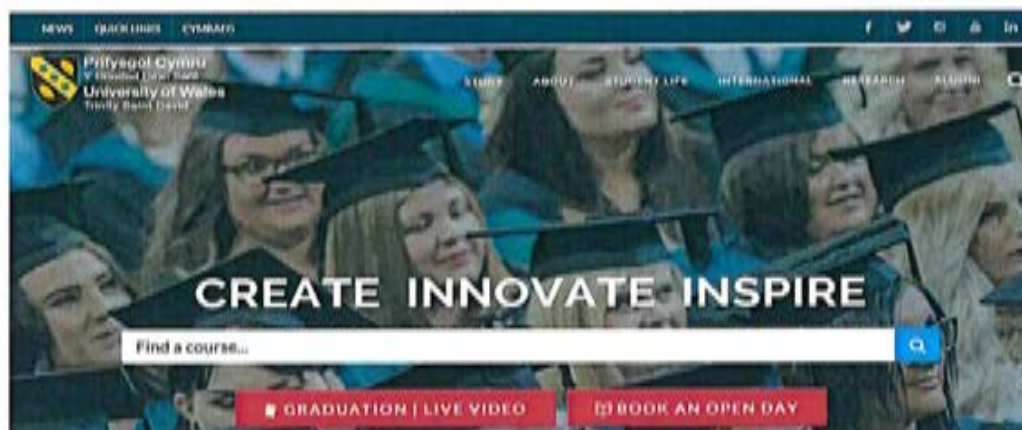
[https://uowtsd-my.sharepoint.com/:v/g/person/glyn\\_jenkins\\_uwtsd\\_ac\\_uk/ESP5Wc6hpQVHphZI8B4HZCMB5Rz0d1-XjAnwG08qfkJnPg?e=9dPYVW](https://uowtsd-my.sharepoint.com/:v/g/person/glyn_jenkins_uwtsd_ac_uk/ESP5Wc6hpQVHphZI8B4HZCMB5Rz0d1-XjAnwG08qfkJnPg?e=9dPYVW)



### The University of Wales Trinity Saint David (UWTSD) Website

"The University of Wales Trinity Saint David (UWTSD) was formed on 18 November 2010 through the merger of the University of Wales Lampeter and Trinity University College

Carmarthen, under Lampeter's Royal Charter of 1828. On the 1 August 2013, Swansea Metropolitan University became part of UWTSD". The UWTSD Group includes Coleg Sir Gâr and Coleg Ceredigion as part of a dual sector group structure comprising further education colleges and the university. The UWTSD Group has over 25,000 learners across 17 campuses in rural and city locations (UWTSD/about).



The home section of the website informs the reader that the learner experience is at the heart of their mission. The universities aim is to inspire individuals and develop reflective graduates and practitioners who can make a difference in society. Developed through the universities award-winning Institute of Sustainable Practice, Innovation and Resource Effectiveness (INSPIRE), they have embedded sustainable development through our learning, teaching, curricula, campus, community and culture. Through work-based learning, research of international excellence and knowledge transfer networks, the university aims to play a pivotal role in the promotion of social justice, economic renewal and the development of social and cultural capital. The website outlines and offers students:

- Campus, Centres and Locations
- Vice Chancellors Welcome
- Ratings and Rankings
- Mission and Vision
- Academic School and Faculties
- Professional Services
- History and Timelines
- Collaborative Partnerships Including Associate Colleges
- Community
- Wales Institute for Physical Literacy
- Wales Academy for Professional Practice and Applied Research
- Strategies and Policies
- University Term Dates
- Free Plan
- Job Vacancies
- Governance and Management
- International; Institute for Creative Entrepreneurial Development (ICED)
- Connect with UWTSD

It also offers a wide range of academic and professional programmes at both undergraduate and post graduate levels, along information on part-time courses, online and distance learning, work-based learning, information for mature students and information regarding how to apply. There is also a section for Welsh Medium courses.



The University Academic Quality Handbook is available to all students at <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/> and details policies and procedures available to students (appendix 6) . The University also has a Code of conduct (appendix 7) which complements the Student Charter. It 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

### Quick links

The quick links section of the web page (<https://www.uwtsd.ac.uk/quick-links/>) allows me to access a number of resources including, e-mails, the library and learning resources, the hub, student services, distant learning guide, academic quality handbook and Moodle.





I can access all of the programme modules via Moodle with my unique student ID.

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

**Moodle**  
2019/2020

1910725

Password

☒ Remember username

Log in

Forgotten your username or password?

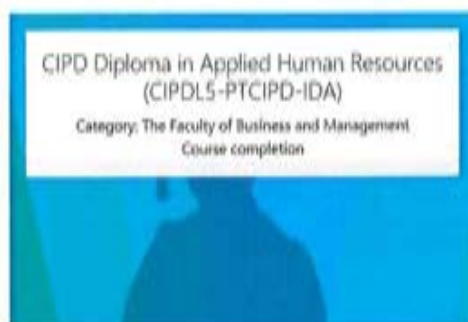
Cookies must be enabled in your browser

Within Moodle my new Dashboard has many features to help me easily access the information most important to me, such as the ability to access a calendar of dates for the academic year, 2019/20.



General information such as the programme handbook, assessment criteria and timetables are available to me via the below link:

My modules



Within the programme link there is also an announcement section, which details upcoming events, along with guidance on how to use the page effectively.

## General



### Announcements

#### Lecturer Contact Details



#### **Julie Thomas**

I am available to answer your queries from Monday to Friday, 9am to 5pm in Term Time.

Email: [julie.thomas@uwtsd.ac.uk](mailto:julie.thomas@uwtsd.ac.uk)

Telephone: 01792 481000 Ext 3031

Please follow me on LinkedIn as I regularly share articles and other resources that are highly relevant to this programme.

#### Upcoming events

**III** Year 1 Workshop -  
Understanding the  
Contemporary HR Function  
Tomorrow, 9:30 AM

**III** Year 2 Workshop -  
Understanding Coaching and  
Mentoring  
Wednesday, 11 December, 9:30  
AM

[Go to calendar...](#)

#### Latest announcements

25 Nov, 11:07  
Julie Thomas  
30% off Kogan Page Books until  
29th November 2019 - Use code  
FLASH30  
25 Nov, 11:01  
Julie Thomas  
Optional Tutorials/Staff-Student  
Committee Meetings  
30 Sep, 16:39  
Deborah Rees  
Understanding Employee  
Engagement Assignment and  
Portfolio  
17 Sep, 10:53  
Julie Thomas  
Reminder - Year 2 Workshop  
Tomorrow - 18th September  
4 Jul, 11:25  
Julie Thomas  
Extra Guidance for Port-folios  
Older topics ...

#### **How to use this Programme Page:**



Please click on the 'Course Information' tile for general information such as the Programme Handbook, Assessment Criteria and Timetable.

Please click on the other tiles for information relevant to each of the 16 modules that form part of this programme. Each module tile contains your learning plan (read this first), details of your assessment activity, turnitin links and other relevant information.



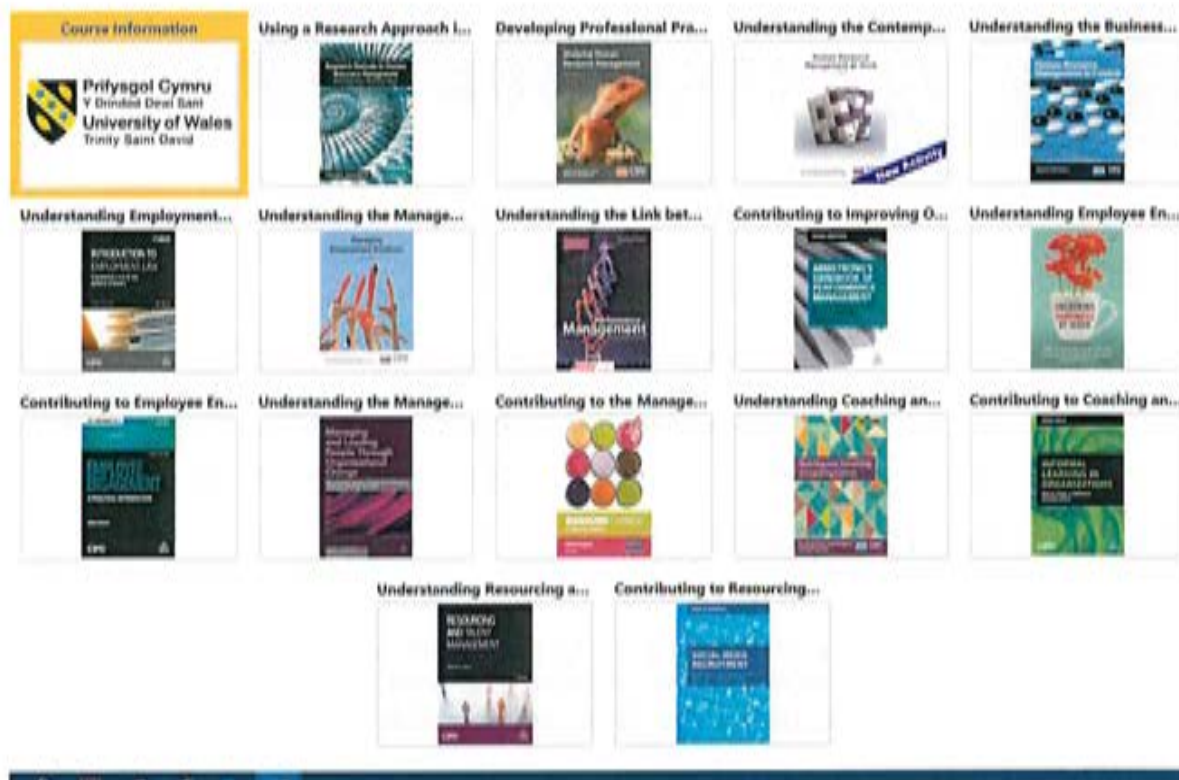
#### Ask and Answer Forum



If you have a question about the course which you think other students would also be interested in, please post them here and I will post an answer.

Julie

Each of the 16 modules that form part of this programme are available via the below links within Moodle. The course information section details helpful information such as staff and student committee meetings, Codes of Conduct and a module handbook etc. (appendix 8). Each module tile contains my learning plan, which I always read first, details of my assessment activity, Turnitin links and other relevant information.



Referencing is mandatory for all assignments. A link to the university referencing system is available within the course information section on Moodle.

## CIPD Diploma in Applied Human Resources (CIPDL5-PTCIPD-IDA)

Home
My modules
CIPDL5-PTCIPD-IDA
Course Information
Link to University Referencing Guide

### Link to University Referencing Guide

Click <https://www.uwttd.ac.uk/library/infoskills/referencing-handbooks/> link to open resource.

There are four recognised referencing styles at UWTSD; APA, Harvard, IEEE and MHRA. The referencing style that is applicable to the Level 5 CIPD professional qualification in Applied Human Resources course is the Harvard referencing style (attachment 9)

Submission dates for all assignments are noted on the timetable and are always available via the assignment links on Moodle. Each formal assignment should be uploaded within Turnitin (an Internet based plagiarism detection service) on Moodle before the final version is submitted.

# UWTSD Moodle 2019/20

[Home](#)[My modules](#)[CIPDL5-PTCIPD-IDA](#)[Developing Professional Practice in Human Resources](#)[Draft link to check similarity scores](#)

## My Submissions

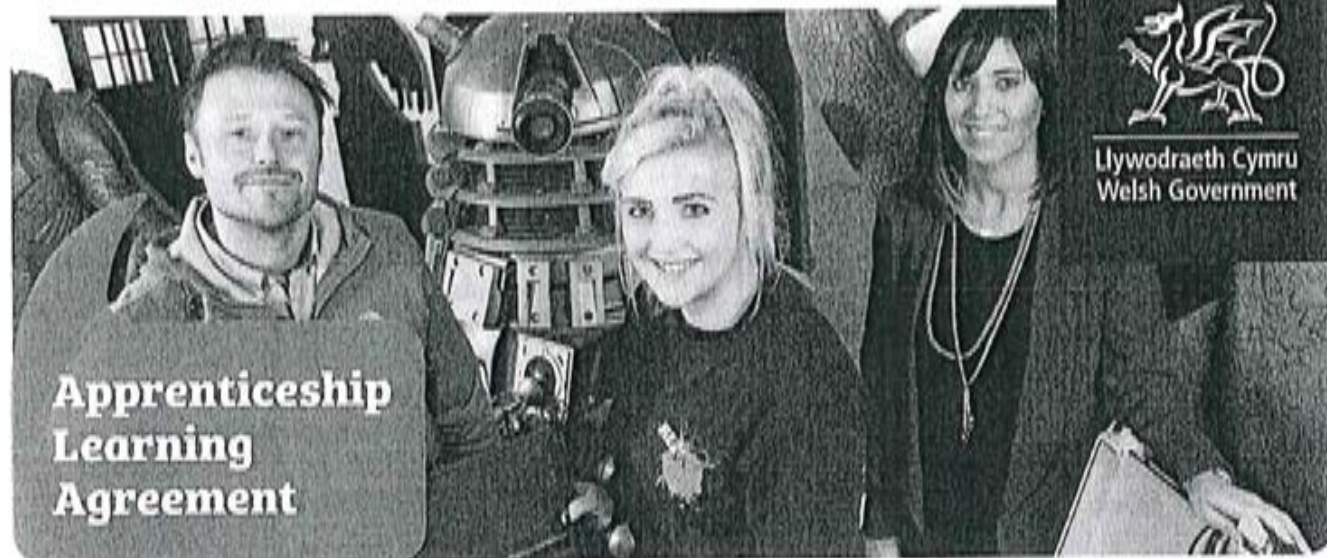
### Activity 2 and 4

| Title                                                                                                                                      | Start Date          | Due Date            | Post Date           | Marks Available |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------|---------------------|-----------------|
|  Draft link to check similarity scores - Activity 2 and 4 | 15 Nov 2019 - 14:22 | 13 Jan 2020 - 23:59 | 13 Jan 2020 - 23:59 | 100             |

#### Summary:

Please use this link to check your submissions for activity 2 and 4.

Assignment results are usually received four weeks after submission. Result are presented as pass/refer/fail. If I 'refer', I must rework the assignment to pass, with normally no more than one attempt to pass. I need to pass all assignments in order to achieve the Diploma. Upon successful completion of the course a certificate will come from the CIPD, which will enable me to use the letters Assoc CIPD after my name. All students will be invited to a graduation ceremony in July 2021.



### To be completed by the provider

This agreement made on 19.9.19 (date Apprenticeship commences)  
 between Claire Smith (the employer representative)  
 of Health Education & Improvement Wales (the name of the company)  
 at Ty Dysgu, Nantgarw, Cardiff, CF15 1QQ (the address of the company)  
 and Emma Carrington JTO3 6901B (the apprentice and N.I number) and  
Coleg Sir Cwr (the delivering provider) and  
B-wbi (the contracted provider) to study  
Human Resources (specify skill, trade or occupation of the Apprenticeship) following the  
CIPD Apprenticeship Framework\* at current level 5, expected to progress  
 to level 5. Expected final completion date is 31.9.2021. Hourly rate of pay at start of  
 Apprenticeship is £8.21.

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

### All parties agree that

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

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

|                 |                        |      |                |
|-----------------|------------------------|------|----------------|
| The employer:   | <u>M. Smith</u>        | Date | <u>5/11/19</u> |
| The apprentice: | <u>Emma Carrington</u> | Date | <u>19.9.19</u> |
| The provider:   | <u>A. W. Jones</u>     | Date | <u>19.9.19</u> |
| 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.

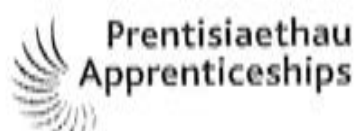
## **The Apprentice agrees to:**

- 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.



# £4 Form

## Employers



Llywodraeth Cymru  
Welsh Government



### Purpose of form

To establish whether the Employer is either classified as a "small to medium enterprise" (SME) or a "large firm" within the European Union definition. To establish whether the Employer pays the Apprenticeship Levy.

### Use of form

Please complete, forward to the employer to sign and return within 30 days of the start date of a learner (or group of learners).

## SECTION 1 Work Based Learning Programmes – Welsh Government

|                                   |                                       |
|-----------------------------------|---------------------------------------|
| Name of Training Provider         | Coleg Sir Gâr.                        |
| Employer Details                  |                                       |
| Contact Name at Employer          | Claire Smith.                         |
| Post held by Contact              | Programme Manager.                    |
| Name of Employer <sup>1</sup>     | Health Education & Improvement Wales. |
| Employer Address                  | Ty Dyggu,<br>Nantgwyn, Cardiff.       |
| Post Code                         | CF15 7QQ.                             |
| Telephone                         | 07814 770 726                         |
| Email Address of Employer contact | clairesmith10@hewales.nhs.uk.         |
| Date learners commenced learning  | 19.9.19.                              |

<sup>1</sup> Please ensure the LLWR records name is as shown here

## SECTION 2 Answers must relate to last 12 month accounting period i.e. last financial year of audited accounts

| Part A   Employee Headcount (Full Time Equivalent)                     | LLWR LP62 |
|------------------------------------------------------------------------|-----------|
| <input type="checkbox"/> 0-1 employees go to part B                    | 1         |
| <input type="checkbox"/> 2-9 employees go to part B                    | 2         |
| <input type="checkbox"/> 10-49 employees go to part B                  | 3         |
| <input type="checkbox"/> 50-249 employees go to part B                 | 4         |
| <input checked="" type="checkbox"/> 250 or more employees go to part E | 5         |

(NB: Employers should exclude apprentices in above calculation)

| Part B   Ownership by a large firm (company)                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Employer is <i>not</i> majority owned or controlled by a non-SME (i.e. by a large firm) go to part C |
| <input type="checkbox"/> Employer is majority owned or controlled by a non-SME (i.e. by a large firm) go to part E                       |

| Part C   Employer company financial turnover                                             |
|------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Turnover does not exceed 50 Million Euros (£39.5m) go to part F |
| <input type="checkbox"/> Turnover exceeds 50 Million Euros (£39.5m) go to part D         |

## Part D | Employer company balance sheet value (BSV)<sup>2</sup>

- ☐ Employer BSV exceeds 43 Million Euros (£34m) – go to part E
- ☐ Employer BSV does NOT exceed 43 Million Euros (£34m) – go to part F

<sup>2</sup> last financial year of audited accounts

## Part E | Non-SME

LLWR LP47

- ☒ Employer is NOT an SME (i.e. is a large firm) and is a Public Sector Organisation 3
- ☐ Employer is NOT an SME (i.e. is a large firm) and is a Private Sector Organisation 4
- ☐ Employer is NOT an SME (i.e. is a large firm) and is a Third Sector Organisation 8

## Part F | SME

LLWR LP47

- ☐ Employer is an SME and is a Public Sector Organisation 5
- ☐ Employer is an SME and is a Private Sector Organisation 6
- ☐ Employer is an SME and is a Third Sector Organisation 7

## Part G | Apprenticeship Levy

LLWR LP82

- ☒ Employer DOES contribute to the Apprenticeship Levy 1
- ☐ Employer DOES NOT contribute to the Apprenticeship Levy 2

## Declaration by Employer on SME/Large firm status

- ☒ I confirm that to the best of my knowledge the information given in this form is correct, that the learner(s) who started on the above date are employed by this organisation, and I declare on my honour the accuracy of this declaration and of annexes thereto at Sections 1-2.

|                                                                                                       |      |                    |
|-------------------------------------------------------------------------------------------------------|------|--------------------|
| Signature <i>Mare Smith</i>                                                                           | Name | <i>Clare Smith</i> |
|                                                                                                       | Date | <i>4/1/19</i>      |
| Post held (must have senior authority to confirm this information) <i>Workforce Programme Manager</i> |      |                    |

The above solemn declaration wording follows a prescribed European Union format and SME status will be accepted once signed by the employer. The Euro/Sterling (£) exchange rate given here as a guide is based on rates prevalent in July 2014. The Euro value on this form is amended periodically by the EU, and you will be notified if this happens. The currency conversion from Euro to Sterling (£) will be updated annually in DfES European Guidance. Providers are asked to ensure they adjust the Euro/£ exchange rate conversion annually at the start of August each year to avoid any disparity between the actual exchange rate and the form being used by the Provider

## Employer Privacy Notice

### Introduction

The training for your apprentice is part funded via the European Social Fund (ESF) approved operations (through the Welsh Government). Your participation in the programme is dependent on you providing personal/company data. The legal basis we rely on to process your personal data is article 6(1)(e) of the General Data Protection Regulation. This allows us to meet our legal duties and administer and monitor the funding we provide.

### What will we use your data for?

Welsh Government collect basic information such location and SME status for funding, planning and policy development. We will use your information to evidence eligibility for the programme, to meet contractual requirements for health and safety monitoring, to conduct satisfaction surveys in relation to the apprenticeship programme and in specific cases, to make payments for additional Welsh Government funding.

### How do we store your data?

Your information will be held on the B-wbl Consortium data system and may be accessed by Welsh Government and Estyn for audit and inspection purposes.

### How long will we keep your data for?

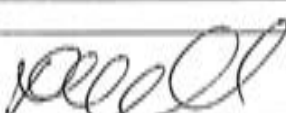
Your data will be deleted 10 years after the end of the contract period. This enables the Welsh Government to analyse data and create reports over a period of time. These reports will be used to help inform policy decisions or to forecast future funding. ESF funded data is kept so that it can be checked and audited. The timescales for keeping data are decided by the European Union.

### Workplace Induction Checklist

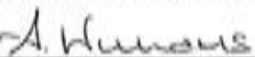
Learner Name: Emma Carrington Workplace Name and address: \_\_\_\_\_

| Questions                                                                                               | Answers      |
|---------------------------------------------------------------------------------------------------------|--------------|
| Did your induction include a tour of your working environment and welfare facilities?                   | yes          |
| Who is your immediate supervisor?                                                                       | claire smith |
| If he/she is absent, who is your supervisor?                                                            | Angie Oliver |
| Where is the first aid box?                                                                             | kitchen      |
| Who is the first aider or appointed person?                                                             |              |
| Where are the fire/emergency exits?                                                                     | kitchen      |
| Where do you go if there is a fire or other emergency?                                                  | car park     |
| Are fire doors marked and unobstructed?                                                                 | yes          |
| What fire fighting equipment is there?                                                                  | N/A          |
| Have you taken part in a fire drill? If 'Yes' when?                                                     | yes          |
| Have you been advised of how and who to report an accident?                                             | yes          |
| What machinery/equipment will you be using?                                                             | N/A          |
| Is there anything you are prohibited from doing? (If yes, give details)                                 | N/A          |
| Is there any machinery that you are prohibited from using? (If yes, give details)                       | NO           |
| Are there any prohibited areas? (If yes, give details)                                                  | NO           |
| Are you required to use any hazardous substance? (If yes, give details)                                 | NO           |
| Are you issued with any special protective clothing or equipment that you should wear? (If so describe) | N/A          |



|                                                                                                                                                                                                                                        |                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Have you received information, instruction and training from an experienced operator regarding the safe use of machinery and equipment?                                                                                                | N/A                             |
| Are the following notices displayed at work: (if so where)<br>1. Health & Safety Policy?<br>2. Current Employer's Liability Insurance Certificate?<br>3. Fire Evacuation Procedures?<br>4. Health & Safety Posters?                    | ①<br>②<br>③<br>④                |
| Are you aware of the procedures for:<br>1. Lifting and Handling?<br>2. Working with electricity?<br>3. Working at Height?                                                                                                              | ①<br>②<br>③                     |
| Have you seen or been made aware of Risk Assessments and the control measures for:<br>1. Machinery & Equipment<br>2. Young Person<br>3. New & Expectant Mothers<br>4. Manual Handling<br>5. COSHH<br>6. Fire<br>7. Working Environment | ①<br>②<br>③<br>④<br>⑤<br>⑥<br>⑦ |
| Would you like to make any further comments regarding your health & safety or your new placement?                                                                                                                                      | N/A                             |
| <b>Learner</b>                                                                                                                                                                                                                         | <b>Placement Provider</b>       |
| Signature:                                                                                                                                          | Signature:                      |
| Print Name: Emma Carrington                                                                                                                                                                                                            | Print Name:                     |
| Date: 19/9/19                                                                                                                                                                                                                          | Company:                        |
|                                                                                                                                                                                                                                        | Date:                           |

**Training Adviser** - I confirm that I have checked the learners understanding of the workplace induction.

Signature: 

Print Name: Alison Williams

Date: 19.9.19.

Mae'r Rhaglenni Prentisiaeth, Hyfforddelaeth 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.


**CONTRACT BETWEEN PLACEMENT EMPLOYER AND B-WBL**


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

H.E.I.W - Claire Smith (Employer's Name)

In respect of work-based training for:

Emme Carrington (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).
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. The employer will give Training Advisers and Assessors access to Wifi facilities to undertake digital assessments and reviews according to Welsh Government programme requirements.
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:

*Claire Smith*  
PLACEMENT EMPLOYER

*A. Huw*  
TRAINING ADVISER

Date: 4/11/19

Date: 19.9.19

Mae'r Rhaglenni Prentisiaeth, Hyfforddelaeth 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 Andrew Cornish Prif Weithredwr/Chief Executive, Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN  
☎01554 748000



# ECO-CODE FORM

## Employer Copy



### Guidance for Training Providers

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

### Guidance for Employers

1. As a Company / Business participating in WBL programmes operated by the Welsh Government (including those supported by the ESF) e.g. as an employer of apprentices or Jobs Growth Wales participants in Wales, or as a training placement provider, we want you to be aware of the ECOCODE Action Plan toolkit (shown below) and we want to encourage you to adopt it and use it in your corporate planning and operation.
2. As a Company / Business participating in WBL programmes operated by the Welsh Government (including those supported by the ESF) you are encouraged to use this Action Plan Toolkit to the extent that it can be adapted by your organisation, if you would find it useful in supporting the development of your company and its interface with environmental sustainability issues. You are therefore asked to consider adopting the attached ECOCODE Action Plan (below) to further support your existing actions in protecting the environment, as a means to document processes and corporate habits and policies you already undertake, and (using the template as a starting point and adding further details for actions you can take as a company – as relevant to your sort of enterprise or organisation).
3. Please be aware that it is a requirement of the WBL Agreement we hold with your training provider that they make you aware of the ECOCODE Action Plan Toolkit initiative. This will explain why they have brought it to your attention. They will be asked, as a routine part of their delivery of their Agreement with the Welsh Government, to provide evidence of how they have made you aware of ECOCODE. It is not a mandatory requirement that employers take up the use of the ECOCODE Action Plan but we may (as part of evaluation work) ask employers to confirm whether they did so or not (and please be assured that this will in no way affect your ability to continue to participate in WBL programmes).

# Eco-CODE ACTION PLAN

## Employer Copy



| Eco-CODE ACTION PLAN                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Company (Employer) name                                                                                                                                                                                                                                                                                                                                  | Health Education & Improvement Wales.                                                                                                                                                                                                                                                                        |
| <input checked="" type="checkbox"/> I confirm that the following actions will be addressed by the above named company as part of our commitment to supporting environmental sustainability and protection. These actions will be taken into account during our operational year and will be reviewed at least annually as part of our corporate planning |                                                                                                                                                                                                                                                                                                              |
| Signature                                                                                                                                                                                                                                                                                                                                                | Position in company<br>Date 19.9.19                                                                                                                                                                                                                                                                          |
| <b>Reduce, Reuse, Recycle</b>                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                              |
| Eco-code                                                                                                                                                                                                                                                                                                                                                 | We will reduce, repair, reuse and recycle potential waste wherever possible.                                                                                                                                                                                                                                 |
| Actions                                                                                                                                                                                                                                                                                                                                                  | 1. Purchase items with low / zero levels of packaging<br>2. Recycle all materials used, including paper, metals, glass and plastic<br>3. Compost appropriate perishable items                                                                                                                                |
| <b>Transport</b>                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                              |
| Eco-code                                                                                                                                                                                                                                                                                                                                                 | We will try and encourage more environmentally friendly ways for you to travel when you come and see us! Likewise, organisation business will be conducted through the most environmentally sustainable mode of transport.                                                                                   |
| Actions                                                                                                                                                                                                                                                                                                                                                  | 1. Reduce need for transport through the use of ICT<br>2. Utilise public transport wherever possible<br>3. Vehicle share wherever possible                                                                                                                                                                   |
| <b>Purchasing</b>                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                              |
| Eco-code                                                                                                                                                                                                                                                                                                                                                 | We will buy products and materials that do not harm the environment when they are made or used or disposed of.                                                                                                                                                                                               |
| Actions                                                                                                                                                                                                                                                                                                                                                  | 1. Purchase re-used / recycled products wherever possible<br>2. Purchase from environmentally-sound supplier organisation                                                                                                                                                                                    |
| <b>Water</b>                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                              |
| Eco-code                                                                                                                                                                                                                                                                                                                                                 | We will save water wherever possible.                                                                                                                                                                                                                                                                        |
| Actions                                                                                                                                                                                                                                                                                                                                                  | 1. Turn off taps whenever not in use<br>2. Install water conservation measures such as time limited taps and 'grey water' recycling systems                                                                                                                                                                  |
| <b>Energy</b>                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                              |
| Eco-code                                                                                                                                                                                                                                                                                                                                                 | We aim to lower energy consumption at the centre, and teach you about how to save energy.                                                                                                                                                                                                                    |
| Actions                                                                                                                                                                                                                                                                                                                                                  | 1. Turn off all heating / lighting when not needed<br>2. Use heating controls to swiftly react to different daily heating needs<br>3. Install effective insulation, close all doors / windows in winter<br>4. Subscribe to a green energy company such as Good Energy that can source 100% green electricity |
| <b>Biodiversity</b>                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                              |
| Eco-code                                                                                                                                                                                                                                                                                                                                                 | We will try and increase the biodiversity of the site and its surroundings.                                                                                                                                                                                                                                  |
| Actions                                                                                                                                                                                                                                                                                                                                                  | 1. Consult local wildlife groups on how to effectively encourage biodiversity and wildlife in your area                                                                                                                                                                                                      |
| <b>Raising Awareness</b>                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                              |
| Eco-code                                                                                                                                                                                                                                                                                                                                                 | We will tell all our visitors and the general public about how we are looking after our environment and hope they do the same at home!                                                                                                                                                                       |
| Actions                                                                                                                                                                                                                                                                                                                                                  | 1. Place prominent notices and posters around the organisation premises<br>2. Provide information on website and in literature                                                                                                                                                                               |

## ***What the College expects from you***

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

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

The main Code of Conduct is set out below.

### **Student code of conduct**

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

#### **Learning and Working**

You are expected to:

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

#### **Behaviour**

You are expected to:

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



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

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

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

The disciplinary process consists of the following levels:

- |                |                                                                                      |
|----------------|--------------------------------------------------------------------------------------|
| <b>Stage 1</b> | <b>Cause for Concern Notes</b> – for recording minor breaches of the Code of Conduct |
| <b>Stage 2</b> | <b>First Written Warnings</b> – for recording more serious breaches                  |
| <b>Stage 3</b> | <b>Final Written Warning</b> – for recording serious and substantial breaches        |
| <b>Stage 4</b> | <b>Exclusion</b> – for dealing with matters judged to be “gross misconduct”          |

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

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

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

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## 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.



Timetable – CIPD Diploma in Applied Human Resources 2019-2021

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

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

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

*Document updated on 31.7.19*

### Induction Questionnaire

#### Diploma in Applied Human Resources

September 2019

|     | Question                                                                    | Answer                                                                                                                                                                                                                                                         |
|-----|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | When, where and at what time will the course will be delivered?             | Once a month: Coleg Sirgar                                                                                                                                                                                                                                     |
| 2.  | How many modules form part of the programme?                                | 16                                                                                                                                                                                                                                                             |
| 3.  | When are the workshops this term?                                           | Once a month – next lecture 23 <sup>rd</sup> October, 19                                                                                                                                                                                                       |
| 4.  | What is Moodle?                                                             | Learning platform                                                                                                                                                                                                                                              |
| 5.  | What is Eduroam?                                                            | WIFI                                                                                                                                                                                                                                                           |
| 6.  | What is Turnitin?                                                           | Submit Assignments                                                                                                                                                                                                                                             |
| 7.  | Do you know when you are required to hand in work?                          | Yes                                                                                                                                                                                                                                                            |
| 8.  | What are the core texts for this programme?                                 | Studying Human Resource Management - Stephen Taylor & Carol Woodham<br><br>Human Resource Management: People and Organisations – Stephen Taylor & Carol Woodham<br><br>Introduction to Employee Law: Fundamentals for HR and Business students - Kathy Daniels |
| 9.  | Do you know how to access the library catalogue?                            | Yes                                                                                                                                                                                                                                                            |
| 10. | Do you know who to go to if you have a question/concern about the course?   | Yes                                                                                                                                                                                                                                                            |
| 11. | What is the name of the Training Adviser?                                   | Allison 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?                                 | Student Support                                                                                                                                                                                                                                                |
| 16. | Do you know where the fire-exits and first aid points are for the building? | Yes                                                                                                                                                                                                                                                            |
| 17. | How many credits is the programme?                                          | 90 credits                                                                                                                                                                                                                                                     |
| 18. | What is the length of the programme?                                        | 2 years                                                                                                                                                                                                                                                        |

|     |                                                                    |         |
|-----|--------------------------------------------------------------------|---------|
| 19. | Have you been given access to the student handbook and time-table? | Yes     |
| 20. | What academic level is this qualification?                         | Level 5 |

Name: Emma Carrington

Signed:



CIPD Membership Number (to be added when available):

Signature of Lecturer:

Date:

## Academic Quality Handbook 2019-20 - Key Changes: AQH Summary of Key Changes (COMING SOON) – 3<sup>rd</sup> December 2019

### Chapters

Academic Quality Handbook Contents (COMING SOON)

Chapter 01 Institutional Context (Pages 1-2)

Chapter 02 Academic Committee Structure (Pages 3-16)

Chapter 03 The University's Academic Structure (Pages 17-19)

Chapter 04 Programme Design, Approval, Validation, Monitoring and Review (Pages 20-30)

Chapter 05 Student Representation Engagement and Support (Pages 31-37)

- Fitness to Practise Policy
- Fitness to Study Policy
- Student Disciplinary Procedure
- Student Harassment and Bullying Policy
- Safeguarding Policy
- Admissions Policy
- Student Pregnancy Maternity and Adoption Leave Policy
- Personal Tutor / Year Tutor Policy
- Policy on Recording of Oral or Visual Presentations by Students 10-2017
- External Speakers and Events Protocol 10-2017
- Prayer Room and Quiet Room Protocol 10-2017
- Disability Support and Needs Assessment Procedure (UNDER DEVELOPMENT)
- Gender Diversity Policy (UNDER DEVELOPMENT)
- Faith and Religion Policy (UNDER DEVELOPMENT)

Chapter 06 Taught Award Regulations (Pages 38-71)

Chapter 07 Assessment Taught Programmes (Pages 72-79) UPDATED

Chapter 08 Research Degree Regulations (Pages 80-115)

Chapter 09 Procedural Framework for Collaborative Provision (Pages 116-14..)

Chapter 09 Procedural Framework for Collaborative Provision (Pages 116-14..)

Chapter 10 Placement Learning and Work-Based Learning (COMING SOON)

Chapter 11 Working with Others (UNDER DEVELOPMENT)

Chapter 12 Quality Enhancement (Pages TBC)

Chapter 13 Student Cases (Pages TBC)

- Academic Appeal Policy
- Academic Misconduct Policy
- Mitigating Circumstances Policy
- Student Complaint Policy

**Revisions to Academic Quality Handbook 2019/20 (English version) post publication in October 2019.** <https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>  
[sited 02/12/19]

The Academic Office will make revisions to the electronic version of the Academic Quality Handbook on an ongoing basis in order to address any additions, errors or omissions.

- A link to a list of revisions will be published here and links to the chapters concerned will be designated as **UPDATED**.
- Colleagues will also be advised separately of any significant revisions that may have implications for regulations or procedures.
- The electronic version will be regarded as the authoritative document.

| Chapter Section Revision |          |                                                                                                                                                       | Date       |
|--------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1                        |          |                                                                                                                                                       |            |
| 2                        |          |                                                                                                                                                       |            |
| 3                        |          |                                                                                                                                                       |            |
| 4                        |          |                                                                                                                                                       |            |
| 5                        |          |                                                                                                                                                       |            |
| 6                        |          |                                                                                                                                                       |            |
| 7                        | 7.7 (ii) | Expansion of second and third bullets and provision of examples in order to clarify the implementation of the penalties for work over the word limit. | 05.11.2019 |
| 8                        |          |                                                                                                                                                       |            |
| 9                        |          |                                                                                                                                                       |            |
| 10                       |          |                                                                                                                                                       |            |
| 11                       |          |                                                                                                                                                       |            |
| 12                       |          |                                                                                                                                                       |            |

13

Please contact the Academic Office ([quality@uwtsd.ac.uk](mailto:quality@uwtsd.ac.uk)) if you have any queries in relation to the above amendments





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

|                                 |                                                                                                                                                                                                                                                  |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Consent</b>                  | a person consents if they agree by choice and has the freedom and capacity to make that choice                                                                                                                                                   |
| <b>Protected characteristic</b> | 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                                              |
| <b>Harassment</b>               | 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. |
| <b>Bullying</b>                 | 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  | <ul style="list-style-type: none"> <li>Punching</li> <li>Kicking</li> <li>Slapping</li> <li>Pulling hair</li> <li>Biting</li> <li>Assault</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Expulsion</li> <li>Suspension/Exclusion</li> <li>Restrictions/Conditions</li> <li>Behavioural contract</li> <li>Fine</li> </ul>                                                                                                  |
|                      | <ul style="list-style-type: none"> <li>Pushing</li> <li>Shoving</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Formal Warning</li> <li>Compulsory attendance at a workshop/coaching session</li> <li>Written Apology</li> <li>Behavioural contract</li> <li>Restorative justice</li> <li>Fine</li> </ul>                                        |
| Sexual Misconduct    | <ul style="list-style-type: none"> <li>Sexual intercourse or engaging in a sexual act without consent</li> <li>Attempting to engage in sexual intercourse or engaging in a sexual act without consent</li> <li>Sharing private sexual materials of another person without consent</li> <li>Physical sexual harassment: inappropriate invasion of personal space and/or inappropriate physical behaviour</li> <li>Repeatedly following another person without good reason</li> <li>Making unwanted remarks or advances of a sexual nature</li> <li>Display of offensive materials</li> <li>Inappropriate texting, emailing, posting of sexual materials on-line including but not limited to using derogatory sexual terms to describe someone</li> <li>Asking for sexual favours and making decisions based on sexual advances being accepted or rejected</li> </ul> | <ul style="list-style-type: none"> <li>Expulsion</li> <li>Suspension/Exclusion</li> <li>Restrictions/Conditions</li> <li>Formal Warning</li> <li>Compulsory attendance at a workshop/coaching session</li> <li>Written Apology</li> <li>Behavioural contract</li> </ul> |

# People

| Disciplinary Offence     | Examples Of Unacceptable Behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Examples Of Sanctions                                                                                                         |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Abusive Behaviour</b> | Shouting, threatening, abusing, intimidating or demeaning someone<br>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<br>Acting in an intimidating and hostile manner physically or by any means of communication<br>Ridiculing or destructively criticising<br>Ostracising or marginalising<br>Humiliating and undermining a person<br>Spreading malicious rumours or allegations via any means of communication including social media<br>Misuse of power | Expulsion<br>Suspension/Exclusion<br>Restrictions/Conditions<br>Behavioural contract<br>Formal warning<br>Restorative justice |
|                          | Use of inappropriate language<br>Repeatedly contacting another person (by phone, email, text or on social networking sites) against the wishes of the other person                                                                                                                                                                                                                                                                                                                                                                                                                                             | Formal Warning<br>Compulsory attendance at a workshop/coaching session<br>Written Apology<br>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<br>Restrictions/Conditions<br>Requirement to make good the damage caused at his/her expense<br>Fine |
|                                        | Causing minor damage to University property or the property of students or employees of the University or visitors to the University                                                                      | Formal Warning<br>Compulsory attendance at a workshop/coaching session<br>Written Apology<br>Fine                                  |
| Unauthorised Taking or Use Of Property | Unauthorised entry onto or unauthorised use of University premises<br>Misappropriate any University property, funds, or assets<br>Fraud<br>Taking property belonging to another without permission        | Expulsion<br>Suspension/Exclusion<br>Restrictions/Conditions                                                                       |
|                                        | Misuse of University property (for example computers and laboratory equipment)                                                                                                                            | Formal Warning<br>Compulsory attendance at a workshop/coaching session<br>Written Apology<br>Fine<br>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<br>Suspension/Exclusion<br>Restrictions/Conditions<br>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<br>Compulsory attendance at a workshop/coaching session<br>Written Apology<br>Fine                                  |

# University

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

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## Course Information

 [Updated Timetable for Year 2 Students \(those who started in September 2018\)](#)

Please note that this includes all dates from September 2018 to May 2020.

 [Timetable for Year 1 Students, starting September 2019](#)

 [Staff Student Committee Meeting 3rd April 2019](#)

Next Meeting for year 1 - 4th December 2019 at 4pm.

Next Meeting for year 2 - 11th December 2019 at 4pm.

Semester 2 - 11th March at 4pm (year 2); 18th March at 4pm (year 1)

 [Link to Quick Links on University website](#)

This links you to important files such as the library catalogue.

 [Link to Guide on Word Referencing Tool](#)

 [Example Title Page for Assessment Activities](#)

 [Link to Module Evaluation Form](#)

Please complete this form (first entry under Chapter 11 Quality Enhancement) at the end of each semester to communicate your feedback on the course.

 [Link to CIPD Guide - How to Write an Academic Essay](#)

 [Level 5 Diploma Specification \(CIPD Document\)](#)

This document contains the learning outcomes for each module, plus the assessment criteria.

 [Programme Handbook 2019-2020 \(For first years\)](#)

 [Programme Handbook 2018-2019 \(Relevant for those who started in 2018\)](#)

 [Module Handbook 2019-2020 \(Relevant for all\)](#)

 [University Regulations - Distance Learning](#)

This document is a general document and should be read in conjunction with the Programme Handbook.

 [Turnitin Guidance](#)

 [Managing Your Learning Guidance](#)

 [Link to Kogan Page Website \(books and resources\)](#)

Please use this link to purchase books, download sample chapters and access student resources.

Recommended Texts for Course:



 [Link to CIPD Privacy Policy](#)

Your data will be shared with the CIPD for the purpose of administering and awarding the qualification. For more information, please see the attached policy.

 [Link to CIPD Student Membership Page](#)

Please click here for information on fees and how to apply for student membership.

 [How to Receive Moodle Notifications on your Mobile](#)

 [Link to University Referencing Guide](#)

 [University Student Code of Conduct](#)



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



LLYFRAUaRHAGOR  
BOOKS&BEYOND  
Llyfrgell, Admhestrïo, Llyfrgell, Llyfrgell

# REFERENCING HANDBOOK

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## HARVARD

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UWTSD: Library and Learning Resources

Version 1.2

## Welcome

Welcome to the 1<sup>st</sup> revised edition of the University of Wales Trinity Saint David's Referencing Handbooks!

Referencing accurately is an essential skill to learn during your studies, and these handbooks are designed to support you in your learning and help you to navigate what can sometimes seem quite confusing. The referencing handbooks are available for the four styles used at UWTSD, with suggestions for further, in-depth resources and advice on getting support from your Academic Liaison Librarian.

We would like to thank the academic staff involved for their time and input in developing these handbooks, and hope these provide a useful resource.

We are happy to receive feedback on these guides, which will be reviewed. Please contact [library@uwtsd.ac.uk](mailto:library@uwtsd.ac.uk) with any suggestions.

**The UWTSD Academic Liaison team, Library and Learning Resources**

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## Introduction

There are four recommended referencing styles in use at the University of Wales Trinity Saint David:

- APA (American Psychological Association)
- Harvard
- IEEE (Institute of Electrical and Electronics Engineers)
- MHRA (Modern Humanities Research Association)

You can find out which referencing standard you should be using by looking in your Programme Handbook. All of the referencing handbooks are available online: <https://uwtsd.ac.uk/library/student-essentials/referencing-handbooks/>

A shorter, handy, quick reference version is also available either online or in your nearest UWTSD library.

## How do I use this guide?

The purpose of this handbook is to provide you with the basic principles of referencing, and to get you started in understanding the how and why of referencing. This handbook provides examples of how to produce in-text citations and references from a selection of some of the most widely used sources you may encounter over the course of your studies.

An example of how the reference should appear in your text will be shown in this box.

An example of how the reference should appear in your reference list or bibliography will be shown in this box.

However, this guide is not intended to be exhaustive, and additional examples and guidance can be found in:

Pears, R. and Shields, G. (2019) *Cite them right: the essential referencing guide*. 11th edn. Basingstoke: Palgrave.

Copies can be found in all UWTSD libraries.

## What is referencing?

When producing an academic assignment, you will be expected to acknowledge other people's work by referencing them in a recognised and consistent format. You will also need to provide details of the resources you have read for your assignment. There are a number of reasons why this is necessary:

- To demonstrate the breadth of research you have undertaken.
- To add academic credibility to your arguments.
- To enable readers to find the sources you have used in your work.
- To acknowledge the work of others and avoid accidental plagiarism.

## How do I avoid plagiarism?

Accurate referencing also means you avoid plagiarism, which is passing off someone else's work as your own. The University's full definition of plagiarism can be found within the University regulations: <http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

Plagiarism can be deliberate or accidental; without accurate referencing, it is possible to accidentally plagiarise someone else's work. Therefore, understanding when and how to reference will help you to easily avoid this.

## Do you have any tips before I begin my work?

- Make sure that you know which referencing style your School recommends before you begin. This information is included in your Programme Handbook.
- Keep a record of the sources you read as you go along.
- Be consistent in the records you keep and in the way you reference.
- Give yourself enough time to check your work.
- Try to put yourself in the shoes of the reader. Think: "If I wanted to find the source of this information, could I?"
- If in doubt, seek clarification or ask for help!

## How can I get further help and support?

You will be given an in-class session on referencing during the first year of your course, and regular workshops and drop-in opportunities are also made available throughout the academic year via our InfoSkills programme: <http://uwtsd.ac.uk/library/infoskills/>. Follow @UWTSDLib on Facebook, Twitter or Instagram for updates on when and where these will be held.

There is a dedicated Academic Liaison Librarian for each academic area, and their role is to support you with a variety of information skills throughout your course. Find out who your Academic Liaison Librarian is and book an appointment here: <https://uwtsd.ac.uk/library/student-essentials/meet-your-academic-liaison-librarian/> or by popping into your nearest UWTSD library.

Support for referencing is also available from Student Services, and study skills drop-ins are available across the campuses.

Students at Partner Institutions should check with the library at their home institution to find out which standard they should be using and where to get support.

## Harvard Referencing: The Basics

The Harvard referencing style consists of:

### In-text citations

These are used when referring to a source of information within the text of your assignment to show where it came from. They are abbreviated details of the source you are referring to and generally consist of the author's / editor's surname, year of publication and, if required, page numbers e.g. (Pears and Shields, 2016, p. 6).

You do not need to include the author's surname in the in-text citation if it is referred to within the body of your work e.g. According to Pears and Shields (2006, p.6). This would just be unnecessary repetition!

### A reference list

The purpose of the in-text citation is to refer you to the full details of the publication within a full reference list or bibliography at the end of your work. Full publication details of the citation should be found in the reference list at the end of your assignment. This contains the full bibliographical record of the references cited in your text e.g.

Pears, R. and Shields, G. (2016) *Cite them right: the essential referencing guide*. 10<sup>th</sup> rev. edn. Basingstoke: Palgrave.

It should enable any reader to locate your original source. A reference list is arranged in alphabetical order by the author's surname or, if there is no author, by title. A bibliography can also sometimes be requested by your tutor. A bibliography is a list of all the sources you have read for your assignment, whether or not you have cited them in your text and therefore more exhaustive than a reference list. If you're not sure which is required, ask your lecturer.

## How do I quote, paraphrase and summarise in my work?

### Quotations

A quotation means that you take the exact wording as used by another author and insert it in your work. Direct quotations should be used sparingly and only when they are relevant to the argument you are making in your work.

#### Long quotation – more than 30 words or 2 lines

Format:

- Enter as a separate paragraph
- Indent the paragraph
- Quotation marks are not required
- Author's surname, year of publication and page number / URL enclosed (in round brackets)

Example:

King describes the intertwining of fate and memory in many evocative passages such as:

So the three of them rode towards their end of the Great Road, while summer lay all about them, breathless as a gasp. Roland looked up and saw something that made him forget all about the Wizard's Rainbow. It was his mother, leaning out of her apartment's bedroom window: the oval of her face surrounded by the timeless gray stone of the castle's west wing!

(King, 1997, pp. 553-554)

#### Short quotation – up to 30 words or 2 lines

Format:

- Include in the body of text
- Enclose in double quotation marks
- Author's surname, year of publication and page number / URL enclosed (in round brackets)

Example:

Hardy's characters are not simple types. They are "fully realized human beings, with all their potential for individual freedom of choice and action" (Dunmore, 2017, p. 35).

### Paraphrasing and summarising

Paraphrasing is when you take someone else's idea and put it into your own words. Summarising is when you provide a brief overview of someone else's idea. You would only need to provide a page number if you are referring to a very specific area or part of the text. You will need to use your judgment as to whether this is necessary. Put yourself in the shoes of the reader: are you referring to a whole work or concept or a very small part of it?

Example:

Dunmore (2017) notes that Hardy presents the reader with rounded characters capable of acting with autonomy, but that these are placed in a context in which their choices are severely constrained by the operation of chance and fate. This she ascribes to the intellectual environment in which he wrote – in particular, the pessimistic spiritual context of late Victorian England.

## How do I reference specific types of resources?

### 1. Books and e-books

Most references to books should adhere to the following general format. Elements may vary slightly. Specific examples are provided.

#### In-text citation:

(Author's surname, year of publication, page number)

(Smith, 2016, p. 5)

#### Reference list / Bibliography:

- Author/editor
- Publication year (in round brackets)
- Title (in italics)
- Edition (if relevant)
- Place of publication: publisher

Smith, E. (2016) *How to improve your research project*. 2<sup>nd</sup> edn. Plymouth: Kiln Press.

As print and electronic books are virtually identical, there is no need to indicate whether or not it is electronic unless the electronic version is not an identical version of a print publication.

#### 1.1 Book with two or three authors

(Phillips and Renton, 2012, p. 54)

Phillips, E.O. and Renton, P. (2012) *Teaching mathematics today*. Reading: Canalside Press.

#### 1.2 Book with four or more authors

(Morton *et al.* 2014, p. 37)

Morton, A.C. *et al.* (2014) *Walking and learning*. Swansea: Sandpaper Press.

#### 1.3 Chapter within an edited book

(Hardy, 2015, p. 53)

Hardy, P.T. (2015) 'Outdoor play and how it can help learning', in Walker, E. (ed.) *A new approach to teaching in the primary school*. London: Todcaster and Frome.

#### 1.4 Book without an author or editor

In this case you would use the title rather than the author. When listing in the reference list and/or bibliography you would list it alphabetically but by its title.

(*How to make an impact*, 2009, p. 1)

*How to make an impact* (2009) London: Avery and Perch.

## How do I reference specific types of resources?

### 1.5 Book with an organisation as author

In this case, the name of the Organisation is treated as the author.

(Organisation for Research into Primary Education, 2017, p. 21)

Organisation for Research into Primary Education. (2017) *Learning today*. Stirling: McPhee and Jones.

### 1.6 Multiple works by the same author

Simply label them a and b!

Different years:  
(McNamara, 2012, p. 53)

(McNamara, 2017, p. 20).

Same year:  
(Phelps, 2016a, p. 25)

(Phelps, 2016b, p.19)

Different years:  
McNamara, B.M. (2012) *Education for life*. Maidenhead: Riverstory.

McNamara, B.M. (2017) *Lifelong learning*. Maidenhead: Riverstory.

Same year:  
Phelps, P.J. (2016a) *Healthy learning*. Edinburgh: Castle Books.

Phelps, P.J. (2016b) *Nutrition in the early years*. Edinburgh: Castle Books.

### 1.7 Editions

According to O'Brien (2016, pp. 15-17) siblings can have a big impact on learning.  
or  
Siblings can have a big impact on learning (O'Brien, 2016, pp. 15-17).

O'Brien, T.M. (2016) *The impact of families on learning*. 3<sup>rd</sup> edn. Dublin: Blackwater Books.

### 1.8 Secondary citation

This is a piece of work that has been referred to in something you have read. Where possible, avoid secondary citations, and access the original work.

Barnett (2013, quoted in Morton, 2016, p. 17) describes "the importance of meeting special needs in the early years".

Barnett's demonstration of the importance of meeting special needs in the early years (2013, cited in Morton, 2016, p. 17) is interesting.

Morton, D.C. (2016) *Learning in the early years*. Exeter: Jones & Bart.

**Note:**  
If you have not read the primary source, do not include it in your reference list – you may only cite it in your text.

## How do I reference specific types of resources?

### 2. Journal and newspaper articles

Most references to journal and newspaper articles should adhere to the following general format. Elements may vary slightly. Specific examples are provided.

#### In-text citation:

(Author's surname, year of publication, page number)

(Price, 2014, p. 157)

#### Reference list / Bibliography

##### Print:

- Author
- Publication year (in round brackets)
- Article title (enclosed in single quotation marks)
- Journal title (in italics)
- Volume, issue/part
- Page number range of whole article

##### Electronic:

The above plus

- Available at: URL (Accessed: date)
- or DOI (Digital Object Identifier)

Price, S. (2014) 'Planning for change', *Leadership and Business Planning*, 15(3), pp. 154-166.

OR

Price, S. (2014) 'Planning for change', *Leadership and Business Planning*, 15(3), pp. 154-166.

DOI: 10.1080/034845691.2016.1056235

#### 2.1 Whole newspaper

(*The Guardian*, 2017)

*The Guardian* (2017) 5<sup>th</sup> June.

#### 2.2 Newspaper article

(Jones, 2016)

Jones, P.J. (2016) 'STEM subjects win more funding', *The Times*, 4<sup>th</sup> May, p. 7.

#### 2.3 Electronic newspaper article not available in print

(Fox, 2016)

Fox, I.M. (2016) 'New report criticises lack of business leadership', *The Courier*, 9<sup>th</sup> January. Available at: <http://www.thecourier.com/world/jan/16/report-IBCC> (Accessed: 12 January 2016).

## How do I reference specific types of resources?

### 3. Internet

Most references to the internet should adhere to the following general format. Elements to be included will vary, depending on the type of information you are referencing. See the section on books (1) to find examples of how to reference e-Books, the section on journals (2) for references to articles found on the internet, the section on film (12) for references to film etc.

#### In-text citation:

Author's surname/organisation (year of publication)

#### Reference list / Bibliography:

- Author/organisation
- Publication year (in round brackets)
- Website title in italics
- Enclose medium [in square brackets]
- Available at: URL
- (Accessed: date)

#### 3.1 Website with one author

McCormack (2016) was a useful source of information.

McCormack, E.F. (2016) *Dog breed characteristics*. Available at: <http://www.dogbreedchar.co.uk/> (Accessed: 19 March 2017).

#### 3.2 Website with an organisation as author

Pets can have a beneficial effect on health (National Health Service, 2015).

National Health Service (2015) *Pets and Health*. Available at: <http://www.nhs.uk/Petsandhealth> (Accessed: 30 March 2017).

#### 3.3 Blog or vlog

Tom Webster (2016) described the impact that the arrival of spring can have.

Webster, T.G. (2016) 'Spring in step', *Tom Webster today* [blog]. 5 April. Available at: <http://www.inet.co.uk/blogs/twebster2day/> (Accessed: 12 November 2016).

#### 3.4 Video / film on a sharing website – eg. YouTube

The social effect is immediately felt (Collins, 2015).

Collins, A.B. (2015) *Peer experiment: Art Collins* [video]. Available at: <https://www.youtube.com/watch?v=tepJtl5We> (Accessed: 21 June 2017).

#### 3.5 Facebook

Day of post is required when citing Facebook, Twitter and other social media.

Parks are still used today for many different purposes (Parks Today, 2017).

*Parks Today* (2017) [Facebook] 10 June. Available at: <https://www.facebook.com/parks> (Accessed: 15 June 2017).

## How do I reference specific types of resources?

### 4. Conferences

Most references to conferences should adhere to the following general format. Elements may vary slightly. Specific examples are provided.

#### In-text citation:

(Author's surname, year of publication, page number)

#### Reference list / Bibliography:

##### Print:

- Author/editor
- Publication year (in round brackets)
- Title of paper (enclosed by single quotation marks)
- Title of conference (in italics)
- Location and date of conference
- Place of publication: publisher
- Page numbers if required

##### Electronic:

Replace location and publisher with:

- Available at: URL (Accessed: date)
- Or DOI

#### 4.1 Full conference proceedings

The conference was a celebration of small business enterprise (Ferguson, 2016).

Ferguson, J.P. (ed.) (2016) 'Small business success', *5th SBE national conference*. University of Kent, Canterbury, 12-15th May. Dudley: Small Business Enterprise.

#### 4.2 Individual conference paper published in a journal

Davies (2016) showed how to embed an understanding of change management into leadership training.

Davies, K. (2016) 'Leadership and change management' (from the Proceedings of the 5th national conference on small business success, University of Kent, Canterbury, 12-15th May 2016). *Small Business Quarterly*, 4(3), pp. 30-43.

#### 4.3 Individual conference paper published on the internet

Lewis (2016) emphasised the importance of small business corporate culture.

Lewis, K. (2016) 'Corporate culture and the confidence to expand', *Proceedings of the 5th national conference on small business success*. University of Kent, Canterbury, 12-15th May. Available at: <http://www.doc.ac.uk/sites/SBE.presentations.pdf> (Accessed: 10 June 2016).

## How do I reference specific types of resources?

### 5. Unpublished information

Most references not in the public domain should adhere to the following general formats. Ensure that you have permission before using unpublished material in your work.

#### 5.1 Internal report

**In-text citation:**

(Author's surname/organisation, year of production)

Recommendations in the report (Harris, 2013) ...

**Reference list / Bibliography:**

- Author/organisation
- Year of production (in round brackets)
- Title of report (in italics)
- Internal report – include name of institution
- Unpublished

Harris, G. (2013) *Focus group recommendations*. Internal LGU report. Unpublished.

#### 5.2 Confidential report

**In-text citation:**

(Anonymised agency, year of production)

The records they produced (Placement hospital, 2012) ...

**Reference list / Bibliography:**

- Anonymised agency [in square brackets]
- Year of production (in round brackets)
- Title (in italics); anonymised part [square brackets]
- Place of publication
- Anonymised producer [in square brackets]

[Placement hospital] (2012) *[Placement hospital] examination criteria for elderly patients*. London: [Placement hospital].

#### 5.3 Thesis

**In-text citation:**

(Author's surname, year of submission, page number if required)

Recent research has shown a correlation between a popular social media presence and increased sales (Sloane, 2016, p. 15).

**Reference list / Bibliography:**

**Print:**

- Author
- Year of submission (in round brackets)
- Title of thesis (in italics)
- Unpublished PhD thesis
- Degree awarding body

**Electronic:**

- Available at: URL
- (Accessed: date)

Sloane, D.E. (2016) *Social media and marketing in the entertainment industry*. Unpublished PhD thesis. University of Birmingham.

## How do I reference specific types of resources?

### 6. Reports and guidelines

Most references to reports and guidelines should adhere to the following general format. Elements may vary slightly. Specific examples are provided.

#### In-text citation:

(Author's surname/organisation, year of publication)

#### Reference list / Bibliography:

##### Print:

- Author/organisation
- Year of publication (in round brackets)
- Title of report (in italics)
- Place of publication: publisher

##### Electronic:

If accessed online replace location and publisher with:

- Available at: URL
- (Accessed: date)

#### 6.1 Research report

Rates vary considerably between boroughs (Phelps, 2016).

Phelps, P.W. (2016) *A study of business rates in London*. London: Crabtree Centre for Research.

#### 6.2 Annual company report

Profits increased each quarter (Edison and Toms Ltd, 2016).

Edison and Toms Ltd. (2016) *Annual report 2016*. Available at: <http://www.annualrep2014edLtd/downloads/PDF/> (Accessed: 5 January 2017).

#### 6.3 Market research reports from a database

The latest reports highlights these disparities (Tiptel, 2015).

Tiptel (2015) *Women's Apparel UK*. Available at: <http://www.tiptel.com/downloads/pdf> (Accessed: 9 June 2016).

#### 6.4 Online guidelines

The guidelines outline the procedures to be followed in this situation (Hove Hospital, 2015).

Hove Hospital (2015) *Emergency intervention procedures*. Available at: <http://www.hh.nhs.uk/health/guidelines/emerg> (Accessed: 5 November 2016).

## How do I reference specific types of resources?

### 7. Legal and government publications

The following examples of legal publications are given in author-date (Harvard) format. This may vary from referencing systems, such as the Oxford Standard for the Citation of Legal Authorities (OSCOLA), which are used in many UK law schools.

#### 7.1 Act of Parliament (Statute)

**In-text citation:**

(Title of act (in italics) include year)

Government legislation now reinforces this approach (*Enhanced Urban Air Quality Act 2017*).

**Reference list / Bibliography:**

- Title of act (in italics) include year and chapter
- Available at: URL
- (Accessed: date)

*Enhanced Urban Air Quality Act 2017, c. 2.*  
Available at: <http://www.legislation.gov.uk/ukpga/2017/2/contents/enacted> (Accessed: 14 March).

**Note:**

Include country information (in round) brackets only if you are referencing more than one country's legislation.

#### 7.2 Statutory Instrument (SI)

**In-text citation:**

(Name/title (in italics) include year)

This update was clearly shown in the *Endangered Fish Protection Council (Constitution) (Amendment) Order 2016*.

**Reference list / Bibliography:**

- Name/title of act (in italics) include year.
- SI year and number (in round brackets)
- Available at: URL
- (Accessed: date)

*Endangered Fish Protection Council (Constitution) (Amendment) Order 2016* (SI 2016/ 1322). Available at: <http://www.legislation.gov.uk/uksl/2016/1322/contents/made> (Accessed: 12 November 2016).

## How do I reference specific types of resources?

### 7.3 Command Paper (including Green and White papers)

**In-text citation:**

(Department, year of publication)

New proposals on the long term care of the elderly are being considered (Department of Health, 2017).

**Reference list / Bibliography:**

**Print:**

- Department
- Year of publication (in round brackets)
- Title of report / paper (in italics)
- Place of publication: publisher

**Electronic:**

If accessed online replace location and publisher with:

- Available at: URL
- (Accessed: date)

Department of Health (2017) *Secure and Fair Provision of Long Term Social Care for the Elderly* (Cm 6702). Available at: <https://www.gov.uk/government/publications/secure-long-term-social-care-report-20157> (Accessed: 17 May 2017).

### 7.4 National Assembly for Wales Legislation

**In-text citation:**

(Title (in italics) include year)

**Assembly Measures (nawm):**

The 2014 Measure (*Primary Welsh Medium Provision Measure 2014*) confirms this view.

**Statutory Instruments (W):**

This can be seen in the Welsh Statutory Instrument (*Enhanced Wind Farm Density (Wales) Order 2015*).

**Reference list / Bibliography:**

- Title of Assembly Measure / SI (in italics) include year
- Assembly Measure nawm number (in round brackets)
- Or Welsh Statutory Instrument year / SI (W.) number
- Available at: URL
- (Accessed: date)

**Assembly Measures (nawm):**

*Primary Welsh Medium Provision Measure 2014* (nawm 202). Available at: <http://www.legislation.gov.uk/mwa/2014/202/2019-05-08> (Accessed: 17 September 2014).

**Statutory Instruments (W):**

*Enhanced Wind Farm Density (Wales) Order 2015*. Welsh Statutory Instrument 2015/ 543 (W.48). Available at: <http://www.legislation.gov.uk/wsi/2015/543/contents/made> (Accessed: 17 September 2015).

## How do I reference specific types of resources?

### 7.5 Law report (case)

#### In-text citation:

(Name of case (in single quotation marks), year of publication)

It was clearly shown in the earlier case ('R v. Jones (Thomas)', 2004).

#### Reference list / Bibliography:

- Name of case (in single quotation marks)
- Year of publication (in round brackets)
- Title of law report (in italics)
- Volume number
- Page number

'R v. Jones (Thomas)' (2004) *Weekly Legal Briefings*, 23, pp. 36-37.

### 7.6 Law report (case) – neutral citation

Neutral citations identify a case without reference to the printed law report series, in which it was published. They can help to identify the case online (Pears and Shields, 2016, p.55).

#### In-text citation:

(Name of parties (in italics and enclosed in single quotation marks) year)

The case of '*Adams v. South Mercia Police*' (2013) proves this point.

#### Reference list / Bibliography:

- Name of parties (in italics and enclosed in single quotation marks)
- Year (in round brackets)
- Court and case number
- Database or website (in italics)
- [Online]
- Available at: URL
- (Accessed: date)

'*Adams v. South Mercia Police*' (2013) United Kingdom Supreme Court, case 45. *Brieflegal* [Online] Available at: <http://www.brieflegal.org/uk/cases/UKSC/2013/45.html>. (Accessed: 17 September 2015).

## How do I reference specific types of resources?

### 7.7 Government publication

#### In-text citation:

(Name of government department, year of publication)

Predicted changes in climate conditions have led to a reconsideration of the role of flood barriers (Department of the Environment, 2014).

#### Reference list / Bibliography:

##### Print:

- Name of government department
- Year of publication (in round brackets)
- Title (in italics)
- Place of publication: publisher
- Series (in round brackets) – if applicable

##### Electronic:

If accessed online replace location and publisher with:

- Available at: URL
- (Accessed: date)

Department of the Environment (2014) *Erratic Climate Conditions and the Role of Natural Flood Barriers*. Available at: <http://www.doe.gov.uk/en/Publicationsand statistics/Publications/PublicationsPolicyand Guidance/DOE 76453> (Accessed: 3 June 2014).

## How do I reference specific types of resources?

### 8. Scientific and technical information

Most references to scientific and technical information should adhere to the following general format. Elements may vary slightly. Specific examples are provided.

#### 8.1 Technical standard

**In-text citation:**

(Name of authorising organisation, year of publication)

Loft conversions are subject to strict controls (British Standards Institution, 2004).

**Reference list / Bibliography:**

**Print:**

- Name of authorising organisation
- Year of publication (in round brackets)
- Number and title of standard (in italics)
- Place of publication: Publisher

**Electronic:**

If accessed online replace location and publisher with:

- Available at: URL
- (Accessed: date)

British Standards Institution (2004) *BS EN 1995-1-2:2004: Design of timber structures*. London: British Standards Institution.

OR

British Standards Institution (2004) *BS EN 1995-1-2:2004: Design of timber structures*. Available at: <http://www.standardsuk.com/products/BS-EN-1995-1-2-2004.php> (Accessed: 30 June 2015)

#### 8.2 Patent

**In-text citation:**

(Inventor(s), year of publication)

This is evidenced further in the document (Patel, 2013).

**Reference list / Bibliography:**

- Inventor
- Year of publication (in round brackets)
- Title (in italics)
- Authorising organisation
- Patent number
- Available at: URL
- (Accessed: date)

Patel, P. (2013) *Self-Inflating Tyre*. UK Intellectual Property Office Patent no. GB456738. Available at: <http://www.ipo.gov.uk/pub> (Accessed: 6 October 2014).

## How do I reference specific types of resources?

### 8.3 Graph

**In-text citation:**  
(Author's surname, year of publication)

This effect can be clearly demonstrated in a graph (Wolf, 2017).

#### Reference list / Bibliography:

- Author
- Year of publication (in round brackets)
- Title (in italics)
- Place of publication: Publisher
- Page number or figure number for graph
- Graph

Wolf, E. (2017) *A comparison of water usage by region*. Carmarthen: Bridge Press, p. 34, graph.

## 9. Reviews

Most references to reviews should adhere to the following general format. Elements may vary slightly. Specific examples are provided.

**In-text citation:**  
(Reviewer surname, year of publication)

#### Reference list / Bibliography:

##### Print:

- Reviewer name
- Year of review publication (in round brackets)
- Title of review (enclosed in single quotation marks)
- Review of ... (title being reviewed in italics)
- By ... author/director of work
- Publication details (title in italics)

##### Electronic:

If accessed online replace location and publisher with:

- Available at: URL
- (Accessed: date)

### 9.1 Book review

McConnell (2015), however, did not support this analysis.

McConnell, E.J. (2015) 'Marching to Victory'. Review of *Recruit to soldier: training techniques in ancient and modern armies*, by Thomas Jenkinson. *Journal of Military History*, 10(2), pp. 21-23.

### 9.2 Film review

The reputation of the film has recently undergone a re-evaluation (Connington, 2009).

Connington, K.L. (2009) 'A rediscovered classic'. Review of *Dark Enemy*, directed by George Phelps. Available at: <http://www.imdb.com/pp03489/reviews> (Accessed: 19 April 2016).

## How do I reference specific types of resources?

### 9.3 Drama review

It was considered by at least one reviewer (Willis, 2017, p. 10) to be an innovative and successful approach to staging the play.

Willis, J.W. (2017) 'Family fun for all'. Review of *Beside the seaside*, by P. Welling. Grand Theatre, Scarborough. *Evening Times* (Review section), 10 July, p. 10.

## 10. Visual materials

Most references to visual materials should adhere to the following general format. Elements may vary slightly. Specific examples are provided.

#### In-text citation:

(Artist's surname, year of publication)

#### Reference list / Bibliography:

##### Print:

- Artist
- Year, if known (in round brackets)
- Title of work (in italics)
- Medium [in square brackets], if necessary
- Institution/collection where work is held
- City where work is held
- Date viewed (in round brackets)

##### Electronic:

If accessed online replace institution and city:

- Available: URL
- (Accessed: date)

### 10.1 Exhibition

A major retrospective was subsequently organised (*Chagall: a celebration*, 2009).

*Chagall: a celebration* (2009) [Exhibition]. Tate Modern, London. 15 September 2009-23 January 2010.

### 10.2 Painting / drawing

The process used is unique (Puerto, 1730).

Puerto, M. (1730) *Madonna* [Oil on canvas]. Available at: <http://www.cambartononline.com> (Accessed: 21 April 2017).

### 10.3 Installation / exhibit

This can be seen clearly in *Living room* by Paula Granger (2004).

Granger, P. (2004) *Living room* [Installation]. Thames gallery, London. (Viewed: 5 August 2004).

## How do I reference specific types of resources?

### 10.4 Photograph in an online collection

This last work illustrated all his favourites themes, working together (Evans, 2008).

Evans, K. (2008) *Rose*. Available at: <https://Instagram.com/rose> (Accessed: 16 June 2017).

### 10.5 Book illustration, figure, diagram, logo and table

In printed book:

Stewart's painting highlights this feature of the house (Lewis, 1995, pp. 78-79).

Online:

The trend for this type of porcelain has been clearly illustrated (George, 2006).

In printed book:

Lewis, P.R. (1995) *The art of the stately home*. Oxford: Century Books, pp. 78-79, illus.

Online:

George, T.L. (2006) *An inventory of London's oldest houses* [Table]. Available at: <http://www.invent/lonhouses.com> (Accessed 2 February 2015).

### 10.6 Graffiti

Graffiti can often reveal feelings which are deeply held in an area (*Peaceful progress*, 2000).

*Peaceful Progress* [Graffiti] (2000) 15 Gate Street, Belfast, Northern Ireland. (Viewed: 5 August 2002).

## 11. Live performances

Most references to live performances should adhere to the following general format. Elements may vary slightly. Specific examples are provided.

### 11.1 Dance

In-text citation:

(Choreographer's surname, year of premiere)

The performance incorporated many of the mannerisms of the creator himself (Steele, 1953).

Reference list / Bibliography:

- Choreographer
- Year of premiere (in round brackets)
- Title (in italics)
- Location and date seen [in square brackets]

Steele, E. (1953) *Work day blues* [Red Shed Theatre, London. 5 May 2016].

## How do I reference specific types of resources?

### 11.2 Play

#### In-text citation:

(Title (in italics), year of performance)

The set design was an astonishing achievement (*Macbeth*, 2008).

#### Reference list / Bibliography:

- Title (in italics)
- By ...
- Year of performance (in round brackets)
- Directed by ...
- Location and date seen [in square brackets]

*Macbeth* by William Shakespeare (2008) Directed by John Wood [Old Theatre, Bristol, 3 March 2008].

## 12. Film and television

Most references to film and television should adhere to the following general format. Elements may vary slightly. Specific examples are provided.

### 12.1 Television programme

#### In-text citation:

(Title of episode (in italics), year of broadcast)

This sweeping overview still provides a lot of telling details (*A history of Britain*, 2012).

#### Reference list / Bibliography:

- Title of episode (enclosed in single quotation marks)
- Year of broadcast (in round brackets)
- Title of programme (in italics)
- Series and episode number
- Channel name
- Date broadcast

#### If accessed online:

- Available at: URL
- (Accessed: date)

*A history of Britain* (2012) BBC One Television, 5 September.

### 12.2 Television programme viewed on the internet

The impact of Shelley's own experience as a mother was explored in *Mary Shelley: A Writer's Life* ('Love and Loss', 2016).

'Love and Loss' (2016) *Mary Shelley: A Writer's Life*, Episode 3. BBC 4, 25 October. Available at: <http://www.bbc.co.uk/programmes/maryshelley/episodeguide/ep3> (Accessed: 3 November 2016).

## How do I reference specific types of resources?

### 12.3 Film

#### In-text citation:

(Title of film (in italics), year of distribution)

#### Reference list / Bibliography:

- Title of film (in italics)
- Year of distribution (in round brackets)
- Directed by ...
- Medium [in square brackets]
- Place of distribution
- Distribution company

See also the section on the internet (3) for referencing films viewed online.

### 12.4 Film on DVD / Blu-ray

In the history of Gothic cinema, the best films leave the audience wondering, for example *An Eye Through the Keyhole* (1979).

*An Eye Through the Keyhole* (1979) Directed by Kathy Delgado [DVD]. London: Hecate Films.

### 12.5 Interview with a film director on DVD / Blu-ray

The director emphasized how technically challenging the shooting schedule was (Williams, 2012).

Williams, C. (2012) 'Interview with C. Williams', Interviewed by B. Rodgers. *Shadow of the Ice Caves* [Blu-ray]. Los Angeles, Calif.: Blue Diamond Productions Inc.

## 13. Personal communications

### Conversation, Skype, phone, FaceTime, email, text, letter

When using personal communications, ensure you have permission from the sender before citing.

#### In-text citation:

(Surname of sender, year of communication)

#### Reference list / Bibliography:

- Sender
- Year of communication (in round brackets)
- Medium of communication
- Receiver of communication
- Day/month of communication

This was disputed by Walters (2015).

Walters, F. (2015) Email to John Stephens, 14 August.

## How do I reference specific types of resources?

### 14. Manuscripts

Most references to manuscripts should adhere to the following general format. Elements may vary slightly. Specific examples are provided.

#### 14.1 Collection of manuscripts

**In-text citation:**

(Location of collection, name of collection MS)

Records confirm that such beliefs persisted in Yorkshire at this time (York Library, Pendlemerry Witch Trials MS).

**Reference list / Bibliography:**

- Location of collection
- Name of collection
- MS

York Library, Pendlemerry Witch Trials MS.

#### 14.2 Individual manuscript

**In-text citation:**

(Surname of author/title, year)

Thoughts of peace occupied the minds of people all over the country at this time (Nesbit-Jones, 1812).

**Reference list / Bibliography:**

- Author if known
- Year (in round brackets)
- Title of manuscript (in italics)
- Day and month if known (in italics)
- Name of collection
- Reference number of manuscript
- Location of collection

Nesbit-Jones, T. (1812) *Prayer for Peace, 3 May*. Nesbit-Jones Archive 156 C12/1, Cheshire Trust, Chester.

## Language

Usually, references should be cited in their original language, regardless of the language you are writing in yourself e.g.

Rappin, B., (2018). 'Une herméneutique du texte taylorien: Exception, coopération, amitié.' *Revue Française de Gestion*, 44(276), pp.33-45

However if they are also in a different script, they should still remain in their original language but be provided in the script that your own work uses i.e. most likely, Latin script unless you are writing your assignment in Chinese or Islamic script e.g.

鷺田清一. (2007) 京都の平熱: 哲学者の都市案内. 東京: 講談社

should be changed to:

Washida, K. (2007) *Kyōto no heinetsu: tetsugakusha no toshi annai*. Tōkyō: Kōdansha.

## Referencing software

Once you have mastered the basics of referencing using this handbook and the recommended supporting resources, you can consider progressing onto an online software. The Library provides access to **RefWorks**, which is an online programme that helps you to record your sources in one place and supports you in referencing them. It can be accessed via the library website, using your UWTSD login: <https://uwtsd.ac.uk/library/student-essentials/refworks/>

There are also a variety of open source alternatives such as Zotero and Mendeley which provide similar functionality, however please be aware the UWTSD does not support use of these platforms or provide any related software on UWTSD IT equipment.

Although referencing software can be a hugely useful tool for organising your research, it is not always 100% accurate and is not a substitute for developing these skills yourself. An understanding of referencing, before you move onto using one of these platforms, is advisable; it is essential to check your references for accuracy, especially for punctuation and capitalisation.

However, if you feel you are ready to use referencing software or would like to find out more about it, please make use of the online tutorials available on the RefWorks site, or contact your Academic Liaison Librarian who will be happy to support you.

Name: Emma Carrington

Student Number: 1910725

CIPD Membership Number: 55478700

Qualification: CIPD Diploma in Applied Human Resources (CIPDL5)

Module: Developing Professional Practice in Human Resources

Activity 2: Understand the range of HR roles and behavioural requirements of HR Professionals

Word Count: 1000

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: Emma Carrington

Date: 9<sup>th</sup> January 2020

## **Executive Summary**

This report details how the Chartered Institute of Personnel and Development (CIPD), Human Resources Professional Map (HRPM) professional areas and bands define the HR profession and why the Human Resources Professional Map (HRPM) behaviours are essential to be an effective HR professional.

## **Introduction**

The 2013 Professional Map outlines the effectiveness of people management practice across ten professional specialisms. It also defines eight important behaviours that underpin good practice irrespective of specialism along with 4 bands of transition and competence. The map is flexible and allows professionals to choose an area to focus on depending on their, level of accountability, area of work and chosen development ambitions. The professional map is designed to evolve and adapt to priorities within organisational change, such as new roles and specialisms and incorporate them (CIPD, 2013). The map is used by professionals as an audit of their personal learning and development. A Professional Development Plan (PDP) is a requirement for all CIPD Members and this map will aid and contribute to a HR professionals' development. Professional can undertake self-assessments using the map to recognise areas for development and plan future learning.

## **How the CIPD HRPM professional areas and bands define the HR profession? Why the HRPM behaviours are essential to be an effective HR professional?**

Human Resource (HR) professionals can use the 2013 professional map (appendix 1) as a tool to benchmark themselves against. The core of the map details insight, strategy and solution, which is underpinned by a HR professional applying an organisational specialism that delivers performance and an understanding of business and people management. Surrounded by leading HR, the first area of the map defines the knowledge, skills and behaviours that are required as a HR professional (Perkins, Woodhams & Wilkinson 2016, p110).

Lester (2010) describes a professional as an individual who demonstrates expertise or specialist knowledge, demonstrates judgement, autonomy and a thought process and makes an intended commitment to a set of principles. Perkins *et al* (2016) suggest that it is possible for a HR professional to work from a set of expertise and skills that are comparatively unique to the individual as the role is based on knowledge, theory and practice which can be learnt. He also suggests that practitioners possess expertise of which they apply their knowledge and judgement. In contracts these characteristics distinguish a profession from an occupation.

There are ten professional areas within the capability framework of the HR professional map; service delivery and information, organisational design, organisational development, resources and talent planning, learning and talent development, performance and reward, employee engagement, and employee relations. The elements emphasis the contribution that everyone makes within the profession regardless of role, specialism or level e.g. HR practitioners, managers and consultants. The professional map demonstrates that the HR profession is diverse e.g. A HR professional responsible for a change management process within their organisation may apply both organisational development and employee engagement skills that demonstrates leadership and management (CIPD, 2013).

It is not essential that a HR Professional is member of a professional association, as the CIPD does not constitute a formal licence to practice, however professionalism is underpinned by a code of conduct. CIPD is the gold standard of the HR profession and the CIPD code of professional standards document applies to all CIPD members regardless of their level of membership. It specifies that all CIPD members must commit, uphold and maintain their standards and behaviours including professional competence, ethical standards, integrity, representative of the profession and stewardship that demonstrates fair treatment of others and the ability to challenge unethical behaviour. Failure to act ethically as a HR professional can have detrimental effects to an organisation and therefore those who do not adhere to the CIPD Codes of Conduct should not be a member of a profession (CIPD, 2019).

Eight additional behaviours are detailed within the professional map. The *curious* professional is open minded and adds value to its organisation through future focused ways of working proactively however, contrasting behaviour can have a detrimental effect e.g. they may fail to see the significance of trends / issues within their organisation and reject ideas without reflection. The *decisive thinker* is analytical and demonstrates the ability to analyse information and data effectively to make robust decisions and recommendations to their organisation however, a professional should not manipulate decisions that are of the interest of their own department / team. A *skilled influencer* wants to gain organisational value and gain the support and build relationships with key stakeholders however, it could be detrimental to the organisation if a professional makes essential data analysis errors and fails to recognise their organisations decision making process e.g. Making decisions based on the interests of their own department. A *personally credible* professional adds value to an organisation and its stakeholders by delivering professional marketable HR expertise however, challenges could occur if they don't consider the application of HR knowledge and how it fits within organisational context. A *collaborative* professional is inclusive and works with both internal and external stakeholders. It is important for a professional to maintain this ethos within an organisation as failing to see the views of others and recognising diversity may result in them pursuing their own result without the involvement of stakeholders. A *driven to deliver* professional is determined to deliver exceptional results within its organisation, however in contrast their failure to keep a track of organisational progress and priorities can have a detrimental effect on organisational performance. A *courage to challenge* professional demonstrates confidence and courage to demonstrate professional skills and challenge resistance. This is essential as displaying an unprofessional lack of knowledge and abilities where individuals allocate accountability for wrong decisions when things go wrong within an organisation can affect organisational reputation. The 'role model behaviour' professional is independent and acts with integrity whilst leading by example and considering legal and organisational constraints however, difficulties can occur when professionals act inconsistently and overlook unsuitable behaviours with respect to their organisation's values, processes and expected behaviours difficulties can occur (CIPD, 2019).

Johns and Perkins (2016, p76) suggested that 'there are four concentric circles of HR professionalism; Managing self, groups/teams, upwards and across an organisation. The link between professionalism and action and behaviours is best described within the 4 concentric circles of HR. A HR professional should have the ability to manage their own skills, knowledge and behaviour and maintain relationships with stakeholders, whilst also managing a group or team of employees within an organisational setting, e.g. Problem solving.



The map additionally comprises of four professional bands of competence that are split into transitions, that illustrate clear developmental pathways, alongside each activity e.g. Organisational Design. The bands define the contribution professionals make during each stage of their career and illustrate clear developmental pathways (Perkins *et al* 2016, p110).

Band one delivers the fundamentals and focuses on supporting colleagues with administration, information and processes and their skill balance is 30:70 (CIPD, 2019). In contrast a band two skilled balance is 50:50. They advise stakeholders and focus on advising and managing individual teams on HR related issues with a clear understanding of evaluation processes and solutions, efficiency, accuracy and the application of solutions. The first transition between bands one to two demonstrates that a professional may move from delivering the organisational fundamentals to operational problem solving within the wider organisational agenda.

A HR professional will face challenges whilst progressing through the bands however, the map provides advice on the skills required in order to progress, e.g. A Band three professional skill balance is 60:40 and would lead / advise stakeholders on a professional area in consultant or co-opted partner role. They would focus on medium- and long-term organisational priorities whilst addressing HR challenges at an organisational level. The second transition moving from bands two to three therefore requires a professional to have the ability to communicate within internal and external stakeholders and manage complex strategic and operational functions, such as change management. In contrast, band four skills balance is 80:20 and would focus on leading on professional area(s) e.g. Developing organisational and HR strategy. The third transition from bands three to four would require a professional to work at a higher-level demonstrating knowledge and technical expertise, with the ability to influence and engage with stakeholders on long-term complex organisational and strategic problems with little guidance.

## **Conclusion**

The 2013 HR professional map defines the HR profession as a business discipline that offers HR professionals a developmental tool of useful information to develop their future professional skills at either band three or four, as it not only defines 10 functional activities but also highlights progression from junior to senior roles. The map is designed around professional competence, not job level, role or the structure of an organisation. The map enables professionals to undertake self-assessment which will highlight areas for

development and contribute to their Professional Development Plans (PDP), which is a requirement for CIP members.

The '4 concentric circles of HR demonstrates the link between professionalism and action and behaviours for example, a professional who manages their self demonstrates Curious collaborative behaviour. A professional who manages across the organisation will demonstrate curious collaborative behaviour, those who manage upwards may be a skilled influencer and driven to deliver and those who manage groups or teams will demonstrate driven to deliver behaviour, will collaborate and act as a role model.

In contrast, the 2015 CIPD HR professional map is an international benchmarking tool for HR professionals. It was developed in collaboration with CIPD members, business leaders, industry experts, learning providers and partner organisations to HR professionals may use it to make informed decisions, drive change within an organisation. Modern HR Management has evolved over time to address matters such as performance management, change management, administration and staffing. The new map allows HR professionals to perform at their peak, make confident decisions and progress their career. It also advocates that ethical practice, professional courage and influence, valuing people, work inclusively, commercial drive, passion for learning, situational decision making, insight focused are core behaviours in which a HR professional would apply business discipline, which is dependent on the role the professional has within an organisation (CIPD, 2019). The new profession map introduces changes that have adapted with time and it allows HR professionals to make sound decisions regardless of context, even when there are no rules or models / examples to guide them. There is a focus shift from the activities HR professionals undertake to the impact and value the HR role has within organisations. The new map acknowledges Learning and Development and Organisational Development & Design as both as core and specialist components of the standards.

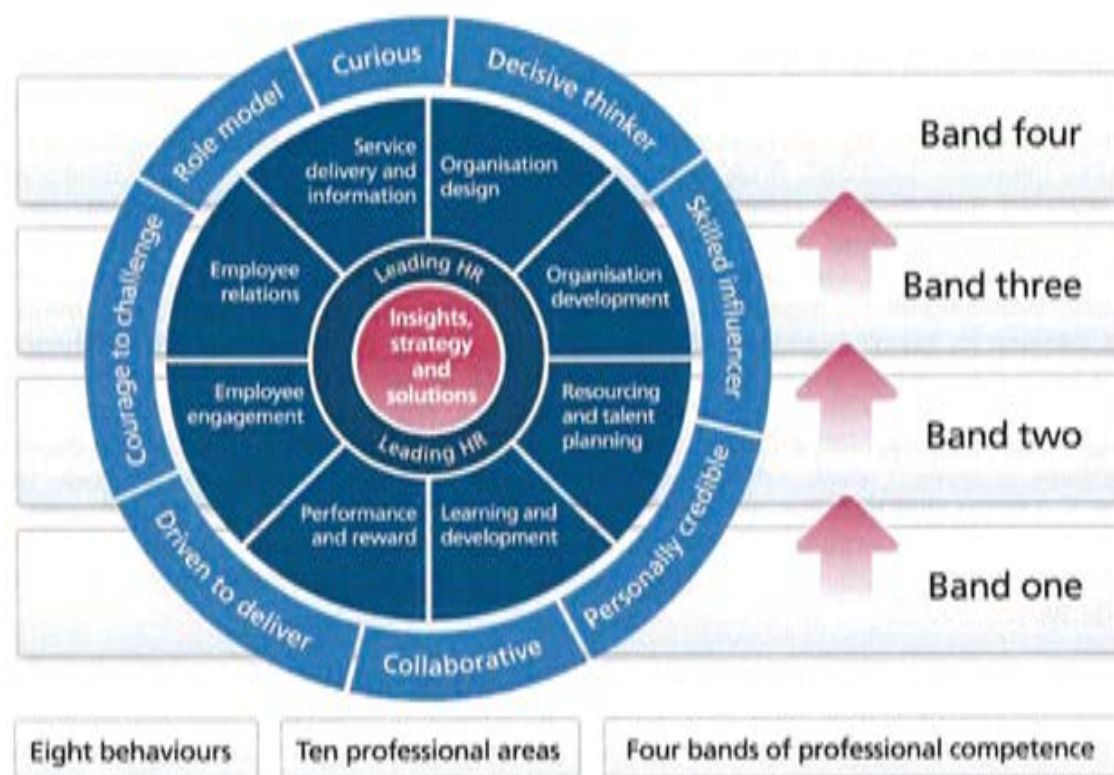
HR Professionalism is underpinned by a code of conduct. CIPD is the gold standard of the profession and the CIPD code of professional standards document applies to all CIPD members regardless of their level of membership. To stop breaches of code of conduct within organisations ethical practice should be established within an organisations HR policies and practices and should be interlaced within the organisations People Strategy.

HR professionals also require the ability to manage upwards, as without this skill professionals will be unable to implement and integrate specific strategies within the context of wider organisational strategies. It is essential that HR professionals manage horizontally and can manage and integrate HR activity across their organisation, e.g. implementing strategies and plans across their organisation as soon as they have been agreed. It is also vital that professionals influence line managers and highlight the benefits of successful HR application within their organisation. If HR professional develop these skills and demonstrate that they can apply their understanding of an organisations business and context, they will have the ability to meet organisational need tailor its current and future strategies (Perkins *et al* 2016).

### **Recommendations**

HR professionals should continue to use the 2013 professional map in conjunction with the 2015 map, to keep up with their professional development.

## Appendix 1



© CIPD Profession Map 2018

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Name: Emma Carrington

Student Number: 1910725

CIPD Membership Number: 55478700

Qualification: CIPD Diploma in Applied Human Resources (CIPDL5)

Module: Developing Professional Practice in Human Resources

Activity: 3 Collate and present a range of work-based evidence which reflects ability.

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: Emma Carrington

Date: 9<sup>th</sup> January 2020

## **Introduction**

Within this document I have evidenced a range of worked-based learning, in particular the role I currently have within the initiation and project management of Health Education and Improvement Wales (HEIW) Corporate Health Standard Award (CHS). During September 2019 I was asked to prepare HEIW for a CHS mock assessment in January 2020, followed by the full CHS award during April / May 2020.

This document also details previous and ongoing work-based learning.

## **Work based Evidence**

A Human Resource (HR) professional should have the ability to manage projects within their organisation e.g. they may be required to undertake a project that focuses on project team recruitment or management structures within a specific timeframe. They would be expected to project manage this within a specific timeframe and deliver results.

During a HR professionals' career, the number of projects they will be required to manage will depend on their organisational setting. Projects may be '*task and finish*' and last for a small amount of time or may cover extended periods of time. A project can be split into five basic steps: Planning and Design, Execution, Monitoring and controlling along with completion of the project.

The first stage of a project is the initiation stage. This is the stage where the nature of a project is determined, for example an investigation into the effectiveness of an organisational sickness policy. In my case, I have been asked to prepare and project manage the CHS mock assessment for HEIW, which will be taking place during January 2020. This will be followed by the full CHS award during April / May 2020 (it is advisable that a mock assessment should take place three months prior to the full assessment). The second stage of a project would detail the project plan with an appropriate level of detail. During the next stage of the project a HR professional would execute the project by putting the plan into practice, e.g. within their organisation and collect the relevant data / evidence and draw conclusions from it. Whilst the execution stage is underway a HR professional would monitor and control the project identifying exceptions or issues and correcting them e.g. A HR professional may have planned to obtain data through research methods such as interviews however, the technique may not be appropriate or provide enough data therefore they may decide to use an alternative method of data collection which would provide more detail. During the final stage of the process, completion, a HR manger would evaluate the project, a lesson learnt report would be written, conclusions drawn, and all files would be archived.

During the preparation and project management process of the CHS mock assessment for HEIW the I applied all the above Project management steps, along with my PRINCE 2 knowledge and experience to ensure that the CHS process is a positive experience that will highlight HEIW's strengths and good practice and will constructively identify points for further development within the organisation.

During the summer of 2019, I wrote a report to the HEIW Senior Leadership Team (SLT) to inform and gain approval to apply for the CHS Bronze award and support the work to ensure a successful mock assessment of the CHS Bronze award within HEIW in early 2020 (appendix 1) .The ethos of the CHS is to encourage and enable the development of good practice in the promotion of Health and Wellbeing.

There are number of techniques that a professional can use whilst undertaking a project, such as action plans, Gantt charts, progress reports and lesson learnt reports etc. A Gantt chart is a method of monitoring milestones or review points within a project. I have used this method for the mock assessment and will continue to use it for the full CHS assessment (appendix 2). The chart illustrates the start and end point of my project and highlights different activities and tasks that are required to complete the project, it also illustrates the links between different elements of the CHS project and highlights where more than one task may be completed at the same time.

Embedding Health and Wellbeing within the culture of HEIW required a planned approach. I developed a draft action plan for the HEIW CHS mock assessment which was discussed and refined by the HEIW CHS task and finish group. Whilst undertaking the collection of evidence, I considered both governance and risk issues, along with financial implications. Recommendations were made to the executive team.

During this project I have concluded that effective negotiation skills and problem-solving skills are essential within the HR profession. Johns & Perkins (2016) suggest that the best outcome of negotiation is compromise and HR professionals should recognise the aim of negotiation and its goals, trades between parties to resolve a situation, alternatives to reach an agreement, the impact of relationships within negotiation, consequences of negotiation, power within relationships and the expected outcome of the negotiation. This project required me to negotiate with colleagues across the organisation to obtain multiple sources of evidence to support the corporate health standard action plan (appendix 3).

After obtaining all of the relevant sources of evidence a final action plan was completed and submitted to Public Health Wales on 23<sup>rd</sup> December 2019, for the HEIW CHS mock assessment (appendix 4). It detailed the evidence needed to demonstrate that HEIW has meet the CHS criteria at the appropriate level (in this case Bronze). I ensured that the actions were measurable and obtainable to complete the project objective.

I have arranged for the assessment to be carried out on Monday 12<sup>th</sup> January 2020 by both an assigned practitioner and an independent assessor. I have considered and allocated time-scales therefore the mock assessment will take a full day with approximately half the day allocated to reviewing evidence and the other half meeting the working group. Following a mock assessment, a full assessment will take place. I have invited a panel of assessors to HEIW to asses' measures against the CHS criteria, which will comprise of four main elements: A meeting with HEIW's CEO or deputy, a meeting with working groups to discuss the relevant criteria; a review of all the evidence collected; a site visit to talk to members of the workforce.

Following a successful full assessment, it is anticipated that HEIW will receive an e-mail from the Healthy Working Wales mailbox requesting that we detail what we wish to appear on an award plaque and certificate as they are made to order. HEIW will also receive an electronic template for the healthy working Wales logo, which can be used on all HEIW communication. The Welsh Government will also send HEIW award plaque, certificates and an invite to attend an official award ceremony.

It is essential that all HR professionals communicate clearly, effectively and professionally. It is a skill that professionals should continue to develop over time and as a result will become more effective communicators as experience and confidence grows. Professional effective communication can take place in several formats; Networking, managing difficult relationships, presentations and report writing. I have undertaken several small projects since starting the CIPD course and written several communications to the HEIW SLT in the format of reports including:

- Report to request the implementation of a finance wellbeing support service for HEIW employees (appendix 5)
- Report requesting the Implementation of an Employee Assistance Programme (EAP) within HEIW update report / progress reports on all of the above projects (appendix 6)
- Report requesting a Health Needs Assessment (HNA) within HEIW (appendix 7)
- HEIW Health and Wellbeing progress report, including Corporate Health Standards, Financial Wellbeing support Services for HEIW employees and Employee Assistant Programme progress to date (appendix 8)

Whilst undertaking the above reports and project management / support / of these Health and Wellbeing Workforce Strategy projects, I feel that I have applied Influencing, negotiation and problem-solving skills with in my current role as Workforce Strategy Project Officer within HEIW.

Yemm (2008) suggests that HR professionals are often influencers in bringing about change within an organisation therefore in order to be a successful influencer a HR professional must convey their message in a professional manor. HR professionals often need to influence new ways of thinking within organisations e.g. HEIW have recently undertaken an HNA survey and needed to gain the buy in from the SLT before it was rolled out across the organisations. I recently wrote a report to the SLT detailing the implementation of an HNA that ensured the go ahead to undertake a HNA of HEIW staff, the results of which will be used to develop the HEIW Health and Wellbeing strategy for staff.

I furthermore demonstrated effective negotiation within the HNA project. A focus group was set up within HEIW to discuss the draft questionnaire. The feedback revealed that several colleagues were unhappy about the sensitive questions that were being asked within the HNA questionnaire. Views and opinions were sort from colleagues and several questions were changed to accommodate their views. Colleagues felt reassured by this and were furthermore assured that all information was confidential, and all questionnaires would be anonymous. This skill helped the team and I come to solutions and agreements to resolve the situation, which could have caused conflict had it not been managed.

Analysis and Critical thinking are essential skills for a HR professional when trying to resolve a problem. Johns & Perkins (2016) suggest that HR professionals should have the ability to evaluate evidence, weigh up opinions, arguments or solutions against suitable criteria thus check weather arguments support conclusions whilst considering reasoning through to logical conclusions. Johns & Perkins (2016, p81) also suggests that critical thinking involves "using methods of disciplined, systematic analysis of written and oral discourses". Professional skills, knowledge and experience is essential within HR professional critical thinking as it allows a professional to focus on analysing a process, system or thought in order to critique a situation. HR professionals will arrive at their informed decisions based on their technical knowledge, personal and professional experience and specific training. I have recently had the opportunity to analyse and critically evaluate the HNA results and as a result my research project will focus on '*work life balance*'.

I have also had the opportunity to apply problem solving (along with analysis and critical thinking) within the HEIW Employment Assistance Programme (EAP) project. The problem was that Cardiff and Vale University Health Board undertook all HEIW's pre-employment checks and Occupational Health referrals and reviews, however, counselling services were not currently provided. Cardiff and Vale University Health Board were not able to extend the SLA to include counselling. As a result of this problem a full research, analysis and review of health and wellbeing initiatives was undertaken along with a scoping exercise. The success

of which has resulted in the partnership with external providers of financial support services and counselling support services for HEIW staff. Implementing an EAP within HEIW will have several benefits to both the organisation and employees. As a result, it is anticipated that HEIW will experience improved employee engagement, productivity, moral, as well as help prevent outside issues from impacting on work, including absences from work.

I feel that would be beneficial (if appropriate) to undertake a fish bone exercise during future projects to demonstrate the possible cause of the problem. The fishbone diagram was invented by a Japanese professor called Kaoru Ishikawa in 1960, it is also referred to the cause and effect diagram, the herringbone diagram well as the Ishikawa. A fish bone diagram provides a complete list of probable causes for the root cause of a problem. The fishbone exercise uses a brainstorming strategy to give a better comprehension of the problem and therefore, the root cause of the problem can be cleared up, instead of solving the problem bit by bit. There are several advantages to applying a fishbone / cause and effect diagram within problem solving;

- It simultaneously shows every possible cause
- Involves the team in brainstorming to maintain team focus
- Displays relationships reasonably and visibly

On reflection all the projects I have been involved in to date have gone well, and my project management knowledge and skills were applied through various methods. I would like to build by knowledge and experience in both HR and Project Management as I feel both professions and techniques complement each other. Over the next 18 months and beyond, I intend to continuously develop my knowledge, skills and competency within my professional HR career.

I have undertaken some personal analysis whilst studying this module. Honey & Mumfords (1986) Learning Styles questionnaire is designed to find out an individual preferred leaning style. My results revealed that I'm a 'Reflective Theorist' (appendix 9). I also undertook Belbin's team type questionnaire which seeks to identify an individuals' preferred role within a team. My results revealed that my preferred communication style is 'Assertive' (appendix 10).

Over the next 6 weeks I will be building on the time well spent initiative to provide staff with the opportunity to spend an hour a week in activity linked to the 5 ways to wellbeing (appendix 11). I have been asked to develop content to provide colleagues with a central location for information. The platform to host this information is to be confirmed in the new year.

I have also been asked to project plan the development, launch and implementation of the Health and Wellbeing Strategy for HEIW (appendix 12). I will be applying project management skills, developing consultation events with HEIW employees along with stakeholder events. I plan to continue my CIPD and report on the implementation within my final portfolio of evidence in May 2021.

## References

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**GIG**  
CYMRU  
**NHS**  
WALES

Addysg a Gwella Iechyd  
Cymru (AaGIC)  
Health Education and  
Improvement Wales (HEIW)

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                  |                 |
|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|-----------------|
| <b>Meeting Date</b>                                           | <b>Agenda Item</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                   |                  |                 |
| <b>Report Title</b>                                           | <b>HEIW Bronze Corporate Health Standards Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                   |                  |                 |
| <b>Report Author</b>                                          | Emma Carrington                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                  |                 |
| <b>Report Sponsor</b>                                         | Claire Smith / Julie Rogers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                   |                  |                 |
| <b>Presented by</b>                                           | Julie Rogers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                   |                  |                 |
| <b>Freedom of Information</b>                                 | Open                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                   |                  |                 |
| <b>Purpose of the Report</b>                                  | To inform and gain approval to apply for the Corporate Health Standard Bronze Award and support the work to ensure a successful mock assessment of the Corporate Health Standard Bronze Award in early 2020.                                                                                                                                                                                                                                                                                                                                                                                       |                   |                  |                 |
| <b>Key Issues</b>                                             | <p>To ensure that HEIW is ready by the mock assessment date through the delivery of the Corporate Health Standard Action Plan (appendix 1). A detailed timeline is attached (appendix 2). The specific areas requiring resource commitment are:</p> <ul style="list-style-type: none"> <li>• Senior level commitment</li> <li>• Employee Engagement</li> <li>• Health and Safety</li> <li>• Health, work and wellbeing</li> <li>• People Team</li> <li>• Planning Team</li> <li>• Equality and Diversity</li> <li>• Occupational Health</li> <li>• Facilities and Corporate management.</li> </ul> |                   |                  |                 |
| <b>Specific Action Required</b><br><i>(please ✓ one only)</i> | <b>Information</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Discussion</b> | <b>Assurance</b> | <b>Approval</b> |
|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                   |                  | ✓               |
| <b>Recommendations</b>                                        | <p>Members are asked to:</p> <p>Endorse the commitment to the Corporate Health Standard Bronze Award mock assessment and resource required to achieve it.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                   |                  |                 |

## **HEIW Bronze Corporate Health Standards Assessment**

### **1. INTRODUCTION**

The Corporate Health Standard (CHS) is one of the Healthy Working Wales programmes and is the national mark of quality for health and wellbeing in the workplace.

The CHS is a continuous journey of good practice and improvement which can be used as a tool to support the development of policies that promote the health and wellbeing of employees. Research has proven that employers who adopt good working practices will have a happier, healthier and more productive workforce thus improving health and wellbeing. Positive business outcomes are all associated with the award including reductions in sickness absence rates by up to 50%, reductions in levels of stress, and increases in employee engagement and stakeholder satisfaction.

Improving wellbeing in the health and social care workforce underpins all elements of the developing workforce strategy for health and social care, and links back to the quadruple aim commitments in the Parliamentary Review. Achievement of the CHS will be evidence of the progress we are making on this continuous improvement journey.

The standard is awarded at different levels:

- Bronze
- Silver
- Gold
- Platinum

We plan to achieve the Bronze award during 2020, before working towards the silver and gold awards. This will be built into our IMTP 2020-2023.

### **2. BACKGROUND**

The ethos of the CHS is to encourage and enable the development of good practice in the promotion of Health and Wellbeing.

It is advisable that a mock assessment should take place three months prior to the full assessment. A practitioner has therefore been assigned to HEIW and a date is being sought for early 2020 for the assessment to take place. The assessment will be carried out by both an assigned practitioner and an independent assessor. The process is positive and will highlight HEIW's strengths and good practice and will constructively identify points for further development within the organisation. A mock assessment will take a full day with approximately half the day allocated to reviewing evidence and the other half meeting the working group.

Embedding Health and Wellbeing within the culture of HEIW requires a planned approach. A draft action plan has been developed (appendix 1) which will be further refined by the group. Evidence will be compiled to demonstrate that HEIW has met the CHS criteria at the appropriate level (in this case Bronze).

Following a mock assessment, a full assessment will take place. A panel of assessors will visit HEIW to assess measures against the CHS criteria, it will comprise of four main elements: A meeting with Alex Howells (CEO or deputy), a meeting with working groups to discuss the relevant criteria; a review of all the evidence collected; a site visit to talk to members of the workforce.

Following a successful full assessment HEIW will receive an e-mail from the Healthy Working Wales mailbox requesting that we detail what we wish to appear on an award plaque and certificate as they are made to order. HEIW will also receive an electronic template for the Healthy working Wales logo, which can be used on all HEIW communication. The Welsh Government will also send HEIW award plaque, certificates and an invite to attend an official award ceremony.

### **3. GOVERNANCE AND RISK ISSUES**

Healthy Working Wales only use / collect personal data that is necessary for the task. Healthy Working Wales do not collect or process all of the personal data for all people all of the time; when it is decided that it is necessary to share personal data, they will enter into a 'Data Sharing Agreement' (DSA) with the people we are going to share it with.

The HEIW CHS Action plan is currently awaiting information for completion. As soon as this is received an initial assessment of the timescale for the mock assessment in October can be made. This is a critical risk to the project, until the action plan is complete a full assessment cannot be undertaken.

### **4. FINANCIAL IMPLICATIONS**

The entire CHS award process, including support from a practitioner, is free of charge. The programme is funded and accredited by the Welsh Government and delivered by Public Health Wales. It is designed to help employers improve the health and wellbeing of their employees

### **5. RECOMMENDATION**

The Executive Team asked to

- inform and gain approval to apply for the Corporate Health Standard Bronze Award, and support the work to ensure a successful mock assessment of the Corporate Health Standard Bronze Award in early 2020;
- approve the direction for achieving the CHS awards at Bronze, Silver and Gold levels;
- note the content of this report and the valuable impact a Bronze CHS will have to improve HEIW employees' health and wellbeing; along with the positive business outcomes that are associated with the actions implemented which align with the award's criteria and,,

- support a cross directorate approach to achieving the necessary actions outlined through the draft action plan.

Materials which are required to support this agenda (e.g. signposting, leaflets, communications) have been identified within the allocated programme budget.

| Governance and Assurance                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Link to corporate objectives<br>(please ✓)                                                                                                                                                                                                                                                                                                                           | As a new organisation establishing HEIW as a valued and trusted partner, an excellent employer and a reputable and expert brand | Building a sustainable and flexible health and care workforce for the future.                                                                       | With Social Care Wales shaping the workforce to deliver care closer to home and to better align service delivery. | Improving quality and safety by supporting NHS organisations find faster and more sustainable workforce solutions for priority service delivery challenges. |
|                                                                                                                                                                                                                                                                                                                                                                      | ✓                                                                                                                               |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                      | Improving opportunities for use of technology and digitalisation in the delivery of education and care.                         | Reinvigorating leadership development and succession planning across health and social care in partnership with Social Care Wales and Academi Wales | Demonstrating value from investment in the workforce and the organisation.                                        |                                                                                                                                                             |
| Quality, Safety and Patient Experience                                                                                                                                                                                                                                                                                                                               |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| The CHS will improve HEIW employees' health and wellbeing; along with the positive business outcomes that are associated with the award, including reductions in sickness absence rates, reductions in levels of stress, and increases in employee engagement, recruitment and retention of staff through being an employer of choice and stakeholder satisfaction.  |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Financial Implications                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| The entire CHS award process, including support from a practitioner, is free of charge. The programme is funded and accredited by the Welsh Government and delivered by Public Health Wales, it is designed to help employers improve the health and wellbeing of their employers.                                                                                   |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| To ensure that the timescales are met all necessary resources need to be made available, this includes staff time and funding for materials e.g. signposting, leaflets, communications etc.                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Legal Implications (including equality and diversity assessment)                                                                                                                                                                                                                                                                                                     |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Healthy Working Wales only use / collect personal data that is necessary for the task. Healthy Working Wales do not collect or process all of the personal data for all people all of the time; when it is decided that it is necessary to share personal data, they will enter into a 'Data Sharing Agreement' (DSA) with the people we are going to share it with. |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Staffing Implications                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| To ensure that the timescales are met all necessary resources need to be made available, this includes staff time. These staff and as well as the HEIW Health and Wellbeing Network, and executive team will need to be available to attend both the mock assessment and full assessment. Cover will be required for individuals if necessary.                       |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |

|                                                                                                                                                                                                                                                                                          |                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Long Term Implications (including the impact of the Well-being of Future Generations (Wales) Act 2015)</b>                                                                                                                                                                            |                                                                                       |
| A CHS award within HEIW will have a direct impact and link to the Well-being of Future Generations (Wales Act 2015). The CHS will give HEIW the opportunity to demonstrate that they are thinking about the long-term decisions and positive changes for their current and future staff. |                                                                                       |
| <b>Report History</b>                                                                                                                                                                                                                                                                    | HEIW Corporate Health Standard                                                        |
| <b>Appendices</b>                                                                                                                                                                                                                                                                        | <ol style="list-style-type: none"> <li>1. Action Plan</li> <li>2. Timeline</li> </ol> |













## Emma Carrington (HEIW)

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**Subject:** FW: CIPD Portfolio of evidence

**From:** Claire Smith (HEIW) <Claire.Smith10@wales.nhs.uk>  
**Sent:** 03 January 2020 17:03  
**To:** Emma Carrington (HEIW) <Emma.Carrington@wales.nhs.uk>  
**Subject:** RE: CIPD Portfolio of evidence

Dear Sir/Madam

Emma is the project support officer for workforce strategy within HEIW, this role includes staff health and wellbeing.

Emma has recently project managed the corporate health standard bronze award mock assessment, which has required negotiating with colleagues across the organisation to obtain multiple sources of evidence to support the corporate health standard action plan. Emma has completed this task in a very efficient and timely manner using a gphant chart and timeline.

Emma provides regular reports to the executive and senior leadership team. A recent report ensured the go ahead of a project within HEIW to undertake a Health Needs Assessment of HEIW staff, the results of which will be used to develop the HEIW Health and Wellbeing strategy for staff.

Emma is an official member of the HEIW Health and Wellbeing Network, this is an organisation wide role and involves researching and reviewing health and wellbeing initiatives – the success of which has resulted in the partnership with external providers of financial support services counselling support services for staff. Emma manages the Health and Wellbeing Network, diarising meetings, booking guest speakers, developing agenda and sending out papers, also managing the action log progress.





# Corporate Health Standard

## Action Plan

**Name of business/organisation: Health Education and Improvement Wales**  
**Date completed: v8 19<sup>th</sup> December 2019**

Established on 1 October 2018, Health Education and Improvement Wales (HEIW) is the only Special Health Authority within NHS Wales. We sit alongside Health Boards and Trusts, and have a leading role in the education, training, development, and shaping of the healthcare workforce in Wales, in order to ensure high-quality care for the people of Wales.

Our key functions include:

- Working closely with partners and key stakeholders, and planning ahead to ensure the health and care workforce meets the needs of the NHS and people of Wales, now and in the future;
- Being a reputable source of information and intelligence on the Welsh health and care workforce;
- Commissioning, designing, and delivering high-quality, value for money education and training, in line with standards;
- Using education, training, and development to encourage and facilitate career progression;
- Supporting education, training, and service regulation by playing a key role in representing Wales, and working closely with regulators;
- Developing the healthcare leaders of today and the future;
- Providing opportunities for the health and care workforce to develop new skills;
- Promoting health and care careers in Wales, and Wales as a place to live;
- Supporting the professional workforce and organisation development profession with Wales;
- Continuously improving what we do and how we do it.

### Organisation Structure of the Board

#### **HEIW Board: Independent Members:**

Dr Chris Jones CBE - Chair  
Tina Donnelly CBE DL FRCN  
Prof Ceri Phillips  
Dr Heidi Phillips  
Gill Lewis  
John Hill-Tout  
Dr Ruth Hall CB

#### **HEIW Board: Executive Team:**

Alex Howells – Chief Executive  
Dafydd Bebb - Board Secretary  
Prof Push Mangat – Medical Director  
Stephen Griffiths – Nursing Director  
Julie Rogers – Deputy Chief Executive/Director of Workforce and OD

Please utilise your Corporate Health Standard Pack to view the detail required under each area of the criteria. There are also a number of supplementary resources which you may find useful which can be found on the Welsh Government Website:

<https://gov.wales/topics/health/improvement/work/?lang=en>

It is recommended that you record obstacles overcome and lessons learnt in your action plan, where appropriate, to show how your health and well-being work has developed.

Template action plan new criteria October 2015 Public Health Wales

## 1. Senior level commitment

**Summary:**

Health Education and Improvement Wales (HEIW) commitment to Health and Wellbeing across our workforce is driven from a senior level. New initiatives such as the Health Needs Assessment Survey is championed at an executive level to show the emphasis and priority the organisations places on its employee health and wellbeing.

Our Head of People and Workforce Programme Manager takes ownership of employee health and wellbeing across the organisation. The role is heavily focused on evidence based health and wellbeing promotion and support with an emphasis on the prevention of workplace illness.

We have a dedicated budget for health and wellbeing and it is included in our Annual Plan 2018/19 and IMTP 2020/23.

We as an organisation, use this action plan and the Corporate Health Standards as a measure of the organisations progress to ensure we continue to prioritise our employee's health and wellbeing. The HEIW Health and Wellbeing Network is chaired by the Director of Nursing, and the Director of Workforce and OD and Deputy Chief Executive has overall accountability for staff health and wellbeing. This means that two out of the four Directors in HEIW are directly invested in this work and demonstrates senior level commitment and ensures key messages are escalated to the board and feedback from the board goes direct to the members of the Network.

Our new starters are welcomed into HEIW with a corporate induction, where there is always an Executive Director in attendance who presents on the organisation's values and principles promoting the HEIW's vision to transform the workforce for a healthier Wales. Each new starter is also provided with a Welcome Guide which includes individual's health and wellbeing as well as promoting the personal benefits of working within the organisation.

| Level         | Criteria                                                                                          | Action Required                                                                         | Responsibility                                             | Timescale                              | Progress (including date)                                                                                                                                                                                                                                                                         | Index / Hyperlink                                                                                                       |
|---------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| <b>BRONZE</b> | 1 An on-going and demonstrable commitment to workplace health at senior management or board level | Establishment of the Health and Wellbeing Network - Nursing Director appointed as Chair | Director of Workforce and OD / Workforce Programme Manager | First meeting held April 2019, ongoing | Health and Wellbeing is included in the Annual Plan 2018/19 and is a golden thread throughout the IMTP 2020/23. The IMTP is in draft format. It will be going to execs for sign off in January 2020<br><br>Reports are provided on a regular basis to the Board and Senior Leadership Team (SLT). | <a href="#">HEIW Annual Plan 2018/19</a><br><br><a href="#">IMTP 2020/23</a><br><br>Reports to SLT: <a href="#">HNA</a> |

|   |                                                                                                                                                                                                                                    |                                                                                                                                         |                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                                                                                                                                                                                                                    |                                                                                                                                         |                                                                                     | <p>Executives and Partnership Forum meetings and as part of the Chief Executive bulletin to staff.</p> <p>20k budget allocated for health and wellbeing from April 2019.</p> <p>Each new starter is also provided with a Welcome Guide which includes information on health and wellbeing and promoting the personal benefits of working within the organisation.</p> <p>Health and Wellbeing will be a golden thread throughout the Workforce Strategy for Health and Social Care 2020-2030.</p> | <p><a href="#">Corporate Health Standards</a><br/> <a href="#">Health and Wellbeing Network update report</a><br/> <a href="#">EAP</a><br/> <a href="#">Neyber</a><br/> <a href="#">Chief Executive bulletin</a><br/> <a href="#">Budget report part 1</a><br/> <a href="#">Welcome Guide</a></p> <p><a href="#">Draft Workforce Strategy for Health and Social Care January 2020/30</a></p>                                                                                                 |
|   |                                                                                                                                                                                                                                    |                                                                                                                                         | <p>Head of People and OD</p> <p>Director of Workforce and OD</p>                    | <p>Health and Wellbeing Network Terms of Reference (ToR) was agreed August 2019 and includes membership of key people and representation from all directorates across HEIW</p> <p>Dates set 6 months in advance</p> <p>Key progress is reported by the Deputy Chief Executive/Director of Workforce and OD to the Senior Leadership Team (SLT), to Executives, Partnership Forum and Board</p>                                                                                                    | <p><a href="#">Network ToR</a><br/> <a href="#">Minutes of meeting that TOR was agreed</a><br/> <a href="#">Agenda</a><br/> <a href="#">Minutes</a><br/> <a href="#">2020 H&amp;WB Meeting Schedule</a><br/> <a href="#">Reports to SLT:</a><br/> <a href="#">HNA</a><br/> <a href="#">Corporate Health Standards</a><br/> <a href="#">Health and Wellbeing Network update report</a><br/> <a href="#">EAP</a><br/> <a href="#">Neyber</a><br/> <a href="#">Chief Executive bulletin</a></p> |
| 2 | <p>A representative health and well-being steering group, with a record of meetings and the involvement of key people, for example, human resources, communications, trade union/employee representatives, catering, employees</p> | <p>The HEIW Health and Wellbeing Network includes a range of relevant stakeholders, including People and OD, Equality and Diversity</p> | <p>Chair of the HEIW Health and Wellbeing Network / Workforce Programme Manager</p> | <p>Ongoing</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|               |   |                                                                                                                                        |                                                                                                                      |                                                                              |         |                                                                                                                                                                                                                                      |                                                                                                                      |
|---------------|---|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
|               | 3 | A health and well-being action plan which demonstrates a planned approach to improving the health and well-being of your employees     | Regular review to ensure effectiveness                                                                               | HEIW Health and Wellbeing Network                                            | Ongoing | 2019 This document will be used as a basis for discussion at every meeting.                                                                                                                                                          | <a href="#">Corporate Health Standard Action Plan</a>                                                                |
| <b>SILVER</b> | 1 | Specific resources for health and well-being activity, for example, a budget for the improvement of health and well-being              | Ongoing budget of 20k                                                                                                | HEIW Health and Wellbeing Network / Workforce Programme Manager              | Ongoing | Recurrent budget of £20k agreed and lead responsibility identified and resourced as Workforce Programme Manager, Workforce and OD Directorate from April 2019                                                                        | <a href="#">Network ToR</a><br><a href="#">Budget 2019/20</a>                                                        |
|               | 2 | Health and well-being featured in the organisation's corporate goals, for example HIR strategy, business plan                          | Health and wellbeing forms an integral part of HEIW's day to day work and its importance for employees is a priority | The Board                                                                    | Ongoing | Health and Wellbeing is included in the Annual Plan 2018/19 and is a golden thread throughout the IMTP 2020/23.                                                                                                                      | <a href="#">Annual Plan 2019/20</a><br><a href="#">IMTP 2020/23</a>                                                  |
|               | 3 | Organisational support for health and well-being is included in induction                                                              | Included in both the Corporate Induction and Local Induction (under review)                                          | People and OD Team this would sit with lead i.e. Workforce Programme Manager | Ongoing | Employee Wellbeing is a feature of our organisational Welcome, Engage, Network and Develop (WEND) events, which are currently aimed at new starters. Consideration is being given to how to open up the event to existing employees. | <a href="#">Corporate Induction</a><br><a href="#">Welcome Guide</a><br><a href="#">Local Induction Presentation</a> |
| <b>GOLD</b>   | 1 | Workplace health and wellbeing interventions integrated into the working practice and business planning of the business / organisation | An HEIW Health and Wellbeing Strategy and supporting Action Plans are being developed in 2020                        | Workforce and OD Directorate                                                 | Ongoing | Health and Wellbeing is included in the Annual Plan 2018/19 and is a golden thread throughout the IMTP 2020/23.                                                                                                                      | <a href="#">Annual Plan 2019/20</a><br><a href="#">IMTP 2020/23</a>                                                  |
|               | 2 | An action plan which demonstrates a long term approach to                                                                              | An HEIW Health and Wellbeing Strategy and supporting Action Plans                                                    | Workforce Programme Manager /                                                | Ongoing | The Health Needs Assessment results, staff survey results, and the Corporate Health Standard                                                                                                                                         | <a href="#">Staff Survey Results</a><br><a href="#">Staff Survey Presentation</a>                                    |

|   | sustaining health and wellbeing in HEIW                                                                 | are being developed in 2020                                                                                     | HEIW Health and Wellbeing Network |         | Action Plan will inform the Health and Wellbeing Strategy and Action Plans.                                                                                                                                  | Health and Wellbeing Strategy and Action Plan                                                                                                     |
|---|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | Senior management are seen to be actively supporting health and well-being across the organisation      | An HEIW Health and Wellbeing Strategy and supporting Action Plans are being developed in 2020                   | Executive Team and Board Members  | Ongoing | Key progress is reported by the Deputy Chief Executive/Director of Workforce and OD to the Senior Leadership Team (SLT), to Executives, Partnership Forum and Board                                          | <u>HNA</u><br><u>Corporate Health Standards</u><br><u>Health and Wellbeing Network update report</u><br><u>EAP report</u><br><u>Neyber report</u> |
| 4 | Improving the health and well-being of employees is included in the objectives of appropriate employees | Work is ongoing to develop a Manager's Leadership Programme which will include health, wellbeing and compassion | People and OD Team                | Ongoing | All Managers with line management responsibility attend MAAW Policy training which has compassionate line management at its heart, using a proactive and preventative approach to staff health and wellbeing | <u>MAAW Policy</u><br><u>MAAW Policy Training attendance sheet</u>                                                                                |

## 2. Employee engagement

**Summary:** Our HEIW intranet provides evidence of staff engagement with a variety of health and wellbeing activities. As detailed throughout this supporting information portfolio, HEIW is an organisation that fully consults and engages staff members at all levels using as wide a range of communication mechanisms as possible. Staff are given the opportunity to request, comment, and define the policies adopted, including the development of the HEIW values, vision and behaviours. The Executive Directors and board welcome discussion from all levels on a diverse range of issues, and operate an open door policy throughout the organisation.

Employees are invited to comment and participate by joining specific working groups, contributing to staff consultation exercises, including staff briefings, Chief Executives forum and team meetings.

Senior members of HEIW are very visible in leading on several Health & Wellbeing initiatives such as the Litter Picking initiative with KeepWalesTidy which demonstrates the organisation's commitment to employee health and wellbeing.

| Level           | Criteria                                                                                                | Action Required                                                                                                                                                                     | Responsibility                                                      | Timescale | Progress (including date achieved)                                                                                                                                                                          | Index / Hyperlink                                                                                                                                                                                                    |
|-----------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>BRONZE</b> 1 | Communication systems must be in place to ensure that all employees can receive and provide information | HEIW Health and Wellbeing intranet pages and post updates on the main intranet site, Chief Executive bulletins and open forums, display screens and through offsite staff bulletins | Head of Communications and Engagement / Workforce Programme Manager | Ongoing   | Cardiff and Vale Health Board health and wellbeing pages are published on the HEIW intranet. The Wellbeing Matters products are on the HEIW Intranet which provides links to health and wellbeing websites. | <a href="#">Link to Cardiff and Vale UHB health and wellbeing pages</a>                                                                                                                                              |
|                 |                                                                                                         | Inclusion of relevant initiatives to be sent to SLT for dissemination to staff                                                                                                      | Workforce Programme Manager                                         | Ongoing   | Monthly SLT (Senior Leadership Team) meeting                                                                                                                                                                | <a href="#">Link to HEIW health and wellbeing pages.</a>                                                                                                                                                             |
|                 |                                                                                                         | Staff survey results being considered by Culture Group who will write an action plan                                                                                                | Head of People and OD                                               | Ongoing   | The Culture Group will be amalgamated to an Employee Engagement Group (following staff feedback) from January 2020. The Staff Survey Action plan will be led by this Group.                                 | Reports to SLT:<br><a href="#">HNA</a><br><a href="#">Corporate Health Standards</a><br><a href="#">Health and Wellbeing Network update report</a><br><a href="#">EAP report</a><br><a href="#">Neyber report</a>    |
|                 |                                                                                                         | Staff Awareness sessions – includes                                                                                                                                                 |                                                                     |           |                                                                                                                                                                                                             | <a href="#">Staff Survey Results</a><br><a href="#">Staff Survey Presentation</a><br><a href="#">Staff Survey Board Report</a><br><a href="#">Culture Group TOR</a><br><a href="#">Introducing the Culture Group</a> |

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|   | our lunch and learn sessions                                                                                                                          | Head of People and OD                                               | Ad-hoc to publicise initiatives | Lunch and learn sessions so far include providing lunchtime Yoga, walking to support National Waking Awareness session.                                                                                                  | <u>Lunch and Learn session: Thursday 14<sup>th</sup> February 2019</u><br><u>Lunch and Learn Sessions Walking Lunch and Learn</u>                                                                                                             |
|   |                                                                                                                                                       |                                                                     | May 2019                        | Sharing of our time to change Wales organisation pledge                                                                                                                                                                  | <u>Time to Change pledge Action Plan</u><br><u>Time to Change pledge Action Plan (welsh version)</u>                                                                                                                                          |
|   |                                                                                                                                                       |                                                                     | March / June 2019               | All Staff Engagement Events                                                                                                                                                                                              | <u>Staff Engagement Events communications</u>                                                                                                                                                                                                 |
|   |                                                                                                                                                       |                                                                     | April 2019                      |                                                                                                                                                                                                                          | <u>Communication and Engagement Strategy</u>                                                                                                                                                                                                  |
|   |                                                                                                                                                       |                                                                     |                                 |                                                                                                                                                                                                                          | <u>Communication examples:</u><br><u>First Aid</u><br><u>Gym article</u><br><u>Cycling to work</u><br><u>Cycle to work salary sacrifice scheme</u><br><u>Diabetes day</u><br><u>Food waste containers</u><br><u>Alcohol awareness article</u> |
| 2 | Dissemination of health and wellbeing information through a range of communication channels, for example, e-mail, Internet/Intranet, social media, TV | Workplace Programme Manager / Head of Communications and Engagement | June 2019                       | We use intranet/off site staff bulletins / twitter / facebook posts<br><br>We recently started using display screens in Ty Dysgu for staff messaging<br><br>We hold quarterly all staff events where relevant topics are | <u>Communication and Engagement Strategy</u><br><br><u>Photo of tv screen: Mindfulness</u><br><u>Mindful menopause session 2</u>                                                                                                              |

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|  | screens in the workplace, payslips |  | covered including Our Wellbeing Commitments and Health Needs Assessment | <a href="#">Link to Cardiff and Vale UHB health and wellbeing web pages</a><br><a href="#">Link to HEIW health and wellbeing pages</a><br><a href="#">Photo of health and wellbeing corner</a><br><a href="#">Photo of leaflet display stand</a><br><a href="#">Information corner</a><br><a href="#">Articles on intranet i.e. stress awareness day and massage sessions for staff.</a><br><a href="#">Stress awareness toolkit</a><br><a href="#">Stress Awareness</a><br><a href="#">Alcohol awareness week</a><br><a href="#">November fundraiser</a><br><a href="#">November article</a><br><a href="#">Mindful menopause</a><br><a href="#">Dr Bike</a><br><a href="#">Access to work, supporting mental health services</a><br><a href="#">No smoking Stoptober article</a><br><a href="#">Inclusion intranet page</a><br><a href="#">Wellbeing Matters documents</a><br><a href="#">Photo of tv screen: Mindfulness</a><br><a href="#">Mindful menopause session 2</a><br><a href="#">Guidance Document that supports the HNA</a> |
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|               |   |                                                                                                                        |                                |                             |           | <p><u>Social media reports</u></p> <p><u>Thingi platform for health and wellbeing Compassion Starts Me Conference</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|               | 3 | A prominently sited and regularly updated health and wellbeing notice board, or an electronic equivalent               | In place and regularly updated | Workplace Programme Manager | Sept 2019 | <p>There is a designated health and wellbeing corner with information board and leaflet stand in the ground floor kitchen. Information is also displayed on notice boards on all floors including coffee and photocopying rooms.</p> <p>We regularly publish updates on the intranet around various committee meetings and their work including Health and Wellbeing</p> <p>Chief Executives bulletin is used bi-monthly which includes updates on all areas of staff health and wellbeing.</p> <p>Chief Executive holds open forums monthly where staff can chat face to face and ask questions.</p> <p>Lunch and learn session have included yoga, walking to support National Walking Day and Coeliac UK Awareness Session.</p> |
|               | 4 | Employee briefings on health and wellbeing, for example, workforce, departmental, team and health and safety briefings | Ongoing                        | Workplace Programme Manager |           | <p><u>November article</u></p> <p><u>November fundraiser</u></p> <p><u>People team article</u></p> <p><u>Litter picking feedback</u></p> <p><u>Litter picking advert</u></p> <p><u>Chief Executive August 2019</u></p> <p><u>Chief Executive Forum advert</u></p> <p><u>Lunch and Learn session: Thursday 14<sup>th</sup> February 2019</u></p> <p><u>Lunch and Learn Sessions Walking Lunch and Learn</u></p>                                                                                                                                                                                                                                                                                                                     |
| <b>SILVER</b> | 1 | The participation of employees in health                                                                               | Ongoing                        | Workplace Programme Manager |           | <p><u>Lunch and Learn session: Thursday 14<sup>th</sup> February 2019</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|   | and wellbeing activities                                                                                 |                |                             |               | and Coeliac UK Awareness Session.<br><br>Litter Picking initiatives with KeepWales Tidy are ongoing. staff given protected time to litter pick in the local area with other local businesses                                                           | <a href="#">Lunch and Learn Sessions</a><br><a href="#">Walking Lunch and Learn</a><br><a href="#">Walking Lunch and Learn</a><br><br><a href="#">Litter picking feedback</a><br><br><a href="#">Litter picking advert</a> |
| 2 | A dedicated health and wellbeing Intranet site or a dedicated section on an existing site, or equivalent | In place       | Workplace Programme Manager | December 2019 | Cardiff and Vale Health Board health and wellbeing pages are published on the HEIW intranet. The Wellbeing Matters products are on the HEIW Intranet which provides links to health and wellbeing websites.                                            | <a href="#">Link to Cardiff and Vale UHB health and wellbeing pages</a><br><br><a href="#">Link to HEIW health and wellbeing pages.</a>                                                                                    |
| 3 | A health and wellbeing newsletter/section of an existing newsletter                                      | In development | Workplace Programme Manager | Ongoing       | We include articles around Health and Wellbeing on our intranet and in our staff site staff briefing.                                                                                                                                                  | <a href="#">Chief Executive Bulletin August 2019</a>                                                                                                                                                                       |
| 4 | Employee suggestion schemes with feedback to employees, or similar, to facilitate two-way communication  |                | Workplace Programme Manager |               | This is in development but all staff are encouraged to talk to their peers / line managers to innovate and improve<br><br>Chief Executive has been holding session in forum.<br><br>Staff have been asked to complete a Health Needs Assessment Survey | <a href="#">Chief Executive Forums</a><br><br><a href="#">Health Needs Assessment Survey</a>                                                                                                                               |
| 5 | Engagement and consultation with employees, including on policy development and review                   | Ongoing        | Workplace Programme Manager | Ongoing       | Employees are encouraged to comment on policies as they develop and have been involved from in developing the vision/values/behaviours collaboratively                                                                                                 | <a href="#">HEIW Alcohol and Substance Abuse Policy</a>                                                                                                                                                                    |

|      |   |                                                                                                                                                                                                                                                       | Head of People and OD                 |  | Staff consulting on our people and OD strategy with the people team holding a series of roadshows                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                 |
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| GOLD | 1 | Employees taking responsibility for workplace health and wellbeing activities                                                                                                                                                                         | Workplace Programme Manager           |  | <p>The Health and Wellbeing Network and Social Committees regularly arrange activities and initiatives for staff in response to their members requests</p> <p>Litter Picking initiatives with KeepWalesTidy are ongoing. staff given protected time to litter pick in the local area with other local businesses</p> <p>Employees took part in Movember and raised money for charities, the Chair also had is head shaved in support</p> <p>The Health and Wellbeing Network members are advocates/champions.</p> | <p><a href="#">Movember fundraiser</a></p> <p><a href="#">Movember article</a></p> <p><a href="#">Mindful menopause</a></p> <p><a href="#">Dr Bike</a></p> <p><a href="#">Litter picking feedback</a></p> <p><a href="#">Litter picking advert</a></p> <p><a href="#">Chairman braves the shave for Movember article</a></p> <p><a href="#">Network ToR</a></p> |
|      | 2 | Communication through health and well-being advocates/champions                                                                                                                                                                                       | Workplace Programme Manager           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                 |
|      | 3 | A comprehensive approach to communication at all levels and sites of the organisation. Senior managers are visible and there is a communications policy. Employees have the option and are encouraged to raise issues around work and health, locally | Head of Communications and Engagement |  | <p>Chief Executive writes regular staff /stakeholder bulletins and takes part and presents with other Executive Team members at all staff events.</p> <p>There is a Communication and Engagement Strategy aligned to NHS Social Media and branding guidelines.</p>                                                                                                                                                                                                                                                | <p><a href="#">Chief Executive Bulletin August 2019</a></p> <p><a href="#">Chief Executive Forums</a></p> <p><a href="#">Communication and Engagement Strategy</a></p>                                                                                                                                                                                          |

### 3. Managing for Health and Safety

**Summary:** The HEIW Health and Safety Policy was agreed in May 2019, there is a Health and Safety committee which meets bi-monthly and consists of members from all Directorates. The Health and Safety policy and underpinning procedures is displayed on the HEIW staff intranet and notice boards.

| Level    | Criteria                           | Action Required                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Responsibility                                            | Timescale                                                   | Progress (including date achieved)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Index / Hyperlink                                                                                                                                                                                                                                                                                                                                                                  |
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| BRONZE 1 | A written health and safety policy | <p>Develop Health and Safety Policy containing the following areas:</p> <ul style="list-style-type: none"> <li>• Risk Assessment</li> <li>• Display Screen Equipment (DSE)</li> <li>• Welfare Arrangements</li> <li>• Staff Travel</li> <li>• Driving and Vehicle Safety</li> <li>• Work Equipment</li> <li>• First Aid</li> <li>• Hazardous Substances</li> <li>• Asbestos and Legionella</li> <li>• Fire Safety</li> <li>• Manual Handling</li> <li>• Housekeeping</li> <li>• Contractor Control</li> <li>• Visitors</li> <li>• Incident Reporting</li> <li>• Inspection, Auditing and Monitoring</li> <li>• HEIW Security and Counter terrorism</li> <li>• Smoke Free Environment</li> <li>• Waste Management</li> </ul> | Facilities & Compliance Manager / External H&S Consultant | <p>30 May 2019</p> <p>December 2019</p> <p>January 2020</p> | <p>Health and Safety Policy agreed May 2019 by the Executive Team. Policy to be reviewed annually. Approved by the Executive Team.</p> <p>Shared with the H&amp;S Committee (29 May 2019).</p> <p>Following approval, plan to communicate all H&amp;S and associated policies to employees via the staff intranet.</p> <p>Health and Safety schedule and action plan. As a new organisation, to give assurance that all H&amp;S areas are covered, there is a need for this to be reviewed by the H&amp;S committee in December 2019 with a review to re-release in January 2020.</p> <p>Health and Safety is part of the corporate induction that is mandatory for all staff.</p> | <p><a href="#">Health and Safety Policy and underpinning procedures</a></p> <p><a href="#">Health and Safety intranet pages</a></p> <p><a href="#">Minutes of the meeting that policy was approved</a></p> <p><a href="#">Health and Safety Schedule and Action Plan</a></p> <p><a href="#">Health and Safety Compliance Review</a></p> <p><a href="#">Corporate Induction</a></p> |

|   |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                          |                      |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| 2 | <p>Suitable and sufficient assessments of the risks to employees, contractors, customers, partners, and any other people who could be affected by your activities</p> | <p>The following procedures have been drafted for review by the H&amp;S Committee:</p> <ul style="list-style-type: none"> <li>• DSE Procedure</li> <li>• Young Persons</li> <li>• Fire Safety</li> <li>• Homeworking</li> <li>• First Aid</li> <li>• New and expectant mothers</li> <li>• Personal Emergency Evacuation Plans</li> <li>• Incident reporting and investigation</li> </ul> <p>The following are in draft, have been approved by H&amp;S committee on the 18<sup>th</sup> December and are going to Execs in January 2020.</p> <ul style="list-style-type: none"> <li>• Travelling for work</li> <li>• Risk assessment</li> <li>• Control of contractors</li> </ul> | <p>Facilities &amp; Compliance Manager / External H&amp;S consultant</p> | <p>31 July 2019</p>  | <p>H&amp;S committee to review these procedures, to obtain relevant sign off and communicate to all employees via the staff intranet. Meeting with Communications to ascertain awareness raising plan.</p> | <p><u>DSE Procedure</u><br/><u>DSE Workstation checklist</u><br/><u>Young Persons</u><br/><u>Fire Safety</u><br/><u>Homeworking</u><br/><u>First Aid</u><br/><u>New and expectant mothers</u><br/><u>Personal Emergency Evacuation Plans</u><br/><u>Incident reporting and investigation</u><br/><u>Lone working</u><br/><u>Zero Tolerance</u><br/><u>Traveling for work</u><br/><u>Risk Assessment</u><br/><u>Electrical Equipment and PAT testing</u><br/><u>Control of Contractors</u><br/><u>Manual Handling</u><br/><u>Health and Safety Committee agenda</u><br/><u>Health and Safety Committee minutes.</u></p> |
|   |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                          | <p>December 2019</p> | <p>The Drug and Alcohol and Mental Wellbeing Policies are in draft and will be</p>                                                                                                                         | <p><u>HEIW Alcohol and Substance Abuse Policy</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|   |                                                                                                                                                                |                                                                   |                                   |              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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|   |                                                                                                                                                                |                                                                   |                                   |              | submitted to the Policy Review Board in 2020.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Draft Mental Wellbeing at Work Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 3 | Arrangements for the effective planning, organisation, control, monitoring and review of the preventive and protective measures that come from risk assessment | Health and Safety Compliance Review undertaken (31 October 2019). | Facilities and Compliance Manager | October 2019 | <p>External report undertaken by Cardiff and Vale UHB H&amp;S Manager, has helped to identify, prioritise and implement appropriate health and safety procedures and controls.</p> <p>Working through recommendations including policies and procedures, risk management, incident reporting and investigation, First Aid, Training needs, manual handling, slips trips and falls, DSE, electricity, health safety and welfare, fire safety, contractor management and control of substances hazardous to health.</p> <p>Once procedures have been developed there will be a need to obtain relevant sign off and a communications plan to ensure that all employees are informed via the staff intranet.</p> <p>Fire Risk Assessment undertaken by External H&amp;S Company (15 April 2019). Recommendations being urgently addressed..</p> | <p><u>Health and Safety Compliance Review</u></p> <p><u>Control of contractors procedure – draft</u></p> <p><u>Fire Safety</u></p> <p><u>Homeworking Procedure</u></p> <p><u>Assessment and Use of Display Screen Equipment (DSE)</u></p> <p><u>First Aid Procedure</u></p> <p><u>Young Persons (Under 18) Procedure</u></p> <p><u>Personal Emergency Evacuation Plans (PEEP) Procedure</u></p> <p><u>Incident Reporting &amp; Investigation Procedure</u></p> <p><u>Fire Risk Assessment Manual Handling Procedure - draft</u></p> <p><u>Traveling for work procedure - draft</u></p> <p><u>Fire Risk Assessment - draft</u></p> |

|   |                                                                                                                                       |                                                                                                                                                                                                                                                                                                                             |                                                                      |               |                                                                                                                                                                                  |                                                                                                                                                                     |
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| 4 | Access to competent health and safety advice                                                                                          | Appoint H&S Consultant to act as competent person for H&S.                                                                                                                                                                                                                                                                  | Head of Planning, Performance and Corporate Services                 | November 2019 | Consultant from Capital People appointed for one year to provide six half day visits per year to offer advice and practical support.                                             | <u>SHE Retained Partnership agreement with Capital People</u>                                                                                                       |
|   |                                                                                                                                       | Appoint Facilities and Compliance Manager.                                                                                                                                                                                                                                                                                  |                                                                      | December 2019 | Facilities and Compliance Manager appointed. Qualified to IOSH, NEBOSH Level.                                                                                                    | <u>Letter of appointment</u>                                                                                                                                        |
| 5 | Consulting and providing employees with information about the risks in your workplace and how they are prevented and protected        | Develop Health and Safety policies and procedures and undertake consultation with H&S Committee.<br><br>Members to bring concerns to the committee from employees and others from their Directorates for discussion and debate and will provide feedback to employees in their Directorates on findings from the committee. | Facilities and Compliance Manager<br><br>Health and Safety Committee | Ongoing       | Plan to work through Health and Safety procedures with the H&S Committee.<br><br>Plan to share copies of the Fire Risk Assessment with members of the committee for information. | <u>Health and Safety plan</u><br><u>Health and Safety committee minutes</u><br><u>Health and Safety schedule and Action Plan</u><br><br><u>Fire Risk Assessment</u> |
| 6 | Instruction and training is provided to employees on how to deal with the risks, and adequate and appropriate supervision is in place | Provide H&S training as part of the corporate induction programme to prevent risks in the first instance or how to deal with risks if they occur.                                                                                                                                                                           | Facilities and Compliance Manager                                    | Ongoing       | Provision of H&S Induction at corporate induction programme.                                                                                                                     | <u>Corporate induction pack and training dates</u>                                                                                                                  |

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|  |  | All employees expected to undertake relevant NHS training on ESR (fire safety, H&S level 1, manual handling Module A level 1 and Resuscitation Level 1. | All employees                     | Ongoing              | All employees are mandated to complete their statutory in ESR. This compliance is monitored through the PADR process and provided to SLT and Exec in the form of a compliance dashboard and to as a Welsh Government KPI. | <u>Stat and Mand compliance</u>                                                                        |
|  |  | Provide all employees working at Ty Dysgu with a DSE Assessment and supply equipment identified to make reasonable adjustments.                         | Facilities and Compliance Manager | April/May/ June 2019 | External company engaged to undertake DSE Assessments.                                                                                                                                                                    | <u>Records of HEIW individuals trained to undertake DSE assessment.</u><br><u>Training Certificate</u> |
|  |  | Make arrangements for new employees to have a DSE Assessment.                                                                                           |                                   | Ongoing              | We have a pool of several trained DSE assessors for all new employees at commencement of their role.                                                                                                                      | <u>Record of fire wardens, first aiders and DSE assessors</u>                                          |

#### 4. Health, work and well-being

**Summary:** HEIW adopted the All Wales Managing Attendance at Work Policy in 2018 and all Managers have undertaken the policy training. Highlighted within the policy and training is the need to complete timely and supportive return to work meetings. HEIW has a Service Level Agreement with Cardiff and Vale UHB in relation to pre-employment checks and occupational health referrals. Specific requests for additional support such as counselling are supported on a case by case basis. HEIW provides information via the Cardiff and Vale Health and Wellbeing internet pages and the HEIW health and wellbeing and health and safety intranet pages.

| Level         | Criteria | Action Required                                                                                                                                | Responsibility                                               | Timescale                  | Progress (including date achieved)                                                                                                                                                                                                 | Index / Hyperlink                                                                                                                                                                                                                                    |
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| <b>BRONZE</b> | 1        | There is a specific return to work policy, or it forms part of the attendance management policy                                                | Head of People and OD<br>Line Managers responsibility        | Ongoing                    | Return to work forms are completed by line managers and recorded on ESR and on the personal file.                                                                                                                                  | <a href="#">MAAW Policy</a><br><br><a href="#">Return to work form</a>                                                                                                                                                                               |
|               | 2        | Return to work interviews are conducted following absence, with training/guidance for line managers                                            | Line Managers                                                | Ongoing                    | All managers to undertake timely return to work after every episode of absence, this is emphasized in the MAAW policy training.                                                                                                    | <a href="#">MAAW Policy</a><br><a href="#">MAAW Policy Training attendance sheet</a><br><a href="#">Return to work forms</a>                                                                                                                         |
|               | 3        | Statutory requirements relating to occupational health in the workplace are fulfilled to agreed standards                                      | Head of People and OD                                        |                            | HEIW has a Service Level Agreement with Cardiff and Vale UHB to provide pre-employment checks and occupational health referrals.                                                                                                   | <a href="#">SLA document</a><br><a href="#">Occupational Health referral form</a>                                                                                                                                                                    |
|               | 4        | Information and raising awareness of health, work and wellbeing issues are provided through the organisation's range of communication channels | Workforce Programme Manager<br><br>Head of Communication and | Ongoing<br><br>5 June 2019 | Information is available on the HEIW Health and Wellbeing intranet pages, Cardiff and Vale UHB internet pages and the HEIW Health and Safety intranet pages<br><br>Develop and implement a Communications plan to share policy and | <a href="#">Cardiff and Vale UHB health and wellbeing internet pages</a><br><a href="#">Link to HEIW health and wellbeing pages</a><br><a href="#">Health and Safety intranet pages</a><br><br><a href="#">Communication and Engagement Strategy</a> |

|               |   |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                     |                                                                                                             |         |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                     |
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|               |   |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                     | Engagement<br>Facilities &<br>Compliance<br>Manager and<br>Planning &<br>Performance<br>Business<br>Partner |         | procedures and raise<br>Provide regular<br>information about H&S<br>matters on the staff<br>intranet, H&S noticeboard,<br>etc.<br>awareness of H&S issues<br>with all employees and<br>visitors.<br><br>Plan to produce H&S<br>guidance note for each<br>meeting room in HEIW to<br>raise awareness for<br>visitors.                                                                                                       | Examples of Health and<br>Safety Updates and Health<br>and Safety intranet pages:<br><u>First Aid</u><br><u>Health Education and<br/>Improvement Wales</u><br>develops stress<br>management toolkit to<br>support NHS staff<br><u>Stress awareness message<br/>sessions</u><br><u>Stress Awareness</u><br><br><u>Guidance Notes</u> |
| <b>SILVER</b> | 1 | Health interventions around<br>the specific health needs of<br>employees are targeted,<br>including managing chronic<br>diseases and long-term<br>conditions | H&S policy<br>relates to risk<br>assessment,<br>DSE<br>assessment,<br>welfare<br>arrangements,<br>employee travel,<br>driving and<br>vehicle safety,<br>work equipment,<br>First Aid,<br>hazardous<br>substances,<br>asbestos and<br>legionella,<br>drug/alcohol, OH<br>and Health<br>Surveillance. | Facilities &<br>Compliance<br>Manager                                                                       | Ongoing | Take all practicable<br>precautionary measures<br>for the prevention of any<br>occupational ill-health of<br>employees.<br><br>Review the workplace,<br>workstation, task<br>management and<br>equipment along with the<br>use of alternatives to<br>hazardous substances,<br>monitoring of<br>exposure levels, individual<br>health surveillance,<br>provision of personal<br>protective equipment and<br>task management |                                                                                                                                                                                                                                                                                                                                     |
|               | 2 | The organisation can<br>demonstrate that<br>support/development is<br>provided to appropriate                                                                |                                                                                                                                                                                                                                                                                                     | Head of<br>People and<br>OD and                                                                             |         | Time to Change work                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                     |

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|      |   | employees (for example, brief intervention training for health champions) and those involved in health and well-being networks/peer support systems       | Workforce Programme Manager     |         |                                                                                                  |  |
| GOLD | 1 | The organisation is monitoring, reviewing and improving (where necessary) the organisation's provision of occupational health and/or health interventions | Facilities & Compliance Manager | Ongoing | Plan for the H&S committee to monitor, review and improve HEIW's provision of H&S interventions. |  |
|      | 2 | The organisation is supporting the changing demographic of the workforce with a positive and proactive position                                           | Workforce Strategy/Directive    |         |                                                                                                  |  |

## 5. Monitoring, evaluation and review

| Summary: Attendance figures and monitoring of ESR system is ongoing. Regular update reports from the People and OD, Health and Wellbeing, Health and Safety are presented to Senior Leadership Team (SLT) and Executives Team. |                                                                                                          |                                                                                                                                                                                                     |                                                                    |                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| Level                                                                                                                                                                                                                          | Criteria                                                                                                 | Action Required                                                                                                                                                                                     | Responsibility                                                     | Timescale                   | Progress (including date achieved)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Index / Hyperlink                                                                                                                                                                                                                                                                                                                                                                                                        |
| BRONZE                                                                                                                                                                                                                         | 1 Recording of attendance management data                                                                | All attendance is recorded on ESR in a timely manner                                                                                                                                                | ESR Data Team                                                      | Ongoing                     | Attendance figures and monitoring of ESR system is ongoing with regular reports to the SLT and Executives Team.                                                                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">Sickness Reports to SLT</a>                                                                                                                                                                                                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                | 2 Recording of participation levels, for example, participation rates in health and wellbeing activities | Record details of all employees who have received a DSE Assessment.<br><br>Record details of all employees who have been trained as fire wardens, first aiders and have undertaken DSE Assessments. | Facilities & Compliance Manager<br><br>Workforce Programme Manager | Ongoing<br><br>Oct / Nov 19 | Maintain a list of all employees who have received a DSE Assessment.<br><br>Maintain a list of all employees who have been trained as fire wardens, first aiders, and DSE assessors.<br><br>Held 3 x Mindful menopause sessions in HEIW to raise awareness of the symptoms of the menopause and tools and signposting to support and resources<br><br>Held 2 x foot/hand reflexology massage sessions for staff to support stress awareness day.<br><br>AcademiWales Mindfulness session held on the 11 <sup>th</sup> December 2019 | <a href="#">Records of DSE assessments</a><br><br><a href="#">Record of fire wardens, first aiders and DSE assessors</a><br><br><a href="#">Mindful Menopause register</a><br><a href="#">Mindful Menopause attendance sheet</a><br><a href="#">Mindful Menopause attendance sheet</a><br><a href="#">Mindful Menopause Evaluation</a><br><br><a href="#">Massage Feedback</a><br><a href="#">Mindfulness evaluation</a> |

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|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><u>Employee Champion Training with Time to Change Wales</u></p> <p><u>Time to change training e-mail</u></p> <p><u>Recruitment and Selection: Advanced Training</u></p> <p><u>MAAW sign up sheet</u></p> <p><u>Mental Health</u></p> <p><u>Recruitment and Selection Training</u></p> <p><u>Unconscious bias training</u></p> <p><u>Lunch and Learn session: Thursday 14<sup>th</sup> February 2019</u></p> <p><u>Lunch and Learn Sessions</u></p> <p><u>Walking Lunch and Learn</u></p> <p><u>HNA focus groups consent forms</u></p> <p><u>HNA Respondents</u></p> <p><u>HNA Focus Group Consent - blank form</u></p> <p><u>HNA Respondents</u></p> <p><u>Social Committee minutes</u></p> <p><u>Christmas extravaganza</u></p> <p><u>Christmas party survival guide</u></p> |
|  |  |  |  | <p>Time to change training Equality and Diversity unconscious bias included in Recruitment Training</p> <p>Lunch and learn events</p> <p>Health Needs Assessment focus groups were held to review the health and wellbeing questions. NA Focus Group consent forms and</p> <p>HNA survey response rate was 136 which is approximately 40% response rate</p> <p>Social Committee and other employee activities</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|        |   |                                                                                                                                                |                                                                                         |                                                                 |              |                                                                                                                                                                                |                                                                                                                                                          |
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| SILVER | 1 | An analysis of employee needs (e.g. questionnaire, survey, focus group, training needs analysis) which will inform future wellbeing activities | Obtain benchmark of Health Needs of HEIW employees via a Health Needs Assessment Survey | Workforce Programme Manager / HEIW Health and Wellbeing Network | October 2019 | Health Needs Assessment focus groups were held to review the health and wellbeing questions.<br><br>HNA survey response rate was 136 which is approximately 40% response rate. | <a href="#">Health Needs Assessment Survey</a><br><br><a href="#">HNA Guidance Document</a><br><br><a href="#">Health Needs Assessment response rate</a> |
|        |   |                                                                                                                                                | Use the NHS Wales Staff Survey results to inform decision making                        | Head of People and OD                                           | January 2020 | Staff Survey Action Plan to be developed and monitored via the Employee Engagement Group                                                                                       | <a href="#">Staff Survey Results</a><br><a href="#">Staff Survey Presentation</a><br><a href="#">Staff Survey Board Report</a>                           |
|        |   |                                                                                                                                                | Undertake Risk assessments for all activities that have a potential to cause harm.      | Facilities and Compliance Manager and selective individuals     |              | Plan to train selective individuals to complete risk assessments and communicate the content of these assessments to all affected parties.                                     |                                                                                                                                                          |
|        |   |                                                                                                                                                |                                                                                         | Line Managers                                                   |              | Plan to ensure a sufficient and satisfactory assessment has been made of the risks to employees and others to which they may be exposed during work activities.                |                                                                                                                                                          |
|        |   |                                                                                                                                                |                                                                                         |                                                                 |              | Store all risk assessments centrally and review at least annually and in the event of a change of process.                                                                     |                                                                                                                                                          |

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|             | 2 | Evaluation of specific health and wellbeing activities, making use of attendance management data including trends and hot-spots | Undertake DSE Assessments of each workstation by a competent person.                                                                         | Facilities & Compliance Manager                                                                         | Ongoing | Arrangements made for external company to undertake DSE assessments for all employees based at Ty Dysgu.<br><br>Plan for outstanding and new employees to have a DSE assessment.                                                         |                                                                                                                                |
|             | 3 | Developments/progress on results of evaluations and analyses are considered annually at Board or senior management level        | Support HEIW in implementing H&S improvement actions.<br>Support HEIW in developing KPIs to be reported at Board or senior management level. | Facilities & Compliance Manager                                                                         | Ongoing | Plan to develop and implement key H&S performance indicators for HEIW (i.e. incident reporting, H&S training records and risk assessments) to be reported at Board and senior management level to raise awareness and make improvements. |                                                                                                                                |
| <b>GOLD</b> | 1 | Performance and personal development reviews are completed                                                                      | All employees to have at least one PADR annually                                                                                             | Head of People and OD<br><br>Line Managers                                                              | Ongoing | PADR documentation and policy agreed at Executive Board.<br><br>All managers trained in conducting and recording PADRs.<br><br>PADRs are recorded on ESR.                                                                                | <b>PADR Policy and Procedure.</b><br><br><b>PADR Training slides.</b><br><br><b>Executive Board Report on PADR compliance.</b> |
|             | 2 | Can demonstrate the actions/improvements that have been made following the results of evaluations and analyses                  |                                                                                                                                              | If these connect to 2 and 3 in sliver then same people responsible i.e. Facilities & Compliance Manager |         |                                                                                                                                                                                                                                          |                                                                                                                                |

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|  | <p>3 Business/organisation quantifies the inputs and impact of its health and well-being approach</p> |  | <p>If these connect to 2 and 3 in silver then same people responsible i.e. Facilities &amp; Compliance Manager</p> |  |  |  |
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## Corporate Health Standard Specific Health Issues

### 1. Tobacco

**Summary:** HEIW Smoke Free Environment Policy (which includes e-cigarettes) applies to all employees, visitors and contractors, it was agreed by the Board in May 2019 and is included in induction of all new employees. HEIW is the first organisation in NHS Wales to undertake a Health Needs Assessment survey, this includes guidance on the dangers of smoking and the health benefits of quitting.

| Level  | Criteria                                                                                                         | Action Required                                                                                                   | Responsibility                    | Timescale                     | Progress (including date achieved)                                                                                                                                                                                                                                                                           | Index / Hyperlink                                                                                                                           |
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| BRONZE | 1 Clearly outline how the organisation complies with the tobacco legislation where it applies, including signage | HEIW Smoke Free Environment policy agreed.<br><br>Install 'No Smoking' signs throughout Ty Dysgu and the grounds. | Facilities and Compliance Manager | May 2019<br><br>December 2019 | HEIW Smoke Free Environment policy drafted and submitted to Board Secretary for approval.<br><br>Plan to install 'No Smoking' signs throughout Ty Dysgu.                                                                                                                                                     | <a href="#">HEIW Smoke Free Environment Policy</a><br><br><a href="#">Photos of No Smoking signs</a>                                        |
|        | 2 The smoking policy is included in the induction programme for new employees                                    | Ensure that HEIW Smoke Free Environment Policy is included in the induction programme for new employees.          | Facilities and Compliance Manager |                               | Employees have been advised at induction that the HEIW site at Ty Dysgu, including grounds and building are smoke free in order to protect employees and visitors from the harmful effects of smoking.<br><br>Plan to inform contractors, visitors and volunteers that Ty Dysgu is a no smoking environment. | <a href="#">HEIW Smoke Free Environment Policy</a><br><a href="#">Corporate Induction</a><br><br><a href="#">Photos of No Smoking signs</a> |

|   |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                |                                                                          |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                       |
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| 3 | Demonstrates how the organisation has considered and included the use/non-use of e-cigarettes in the workplace (buildings and grounds) in its smoking policy                            | Ensure that the HEIW Smoke Free Environment Policy also prohibits the use of electronic cigarettes on the HEIW site, grounds and building.                                                                                                                                                                                                                     | Facilities and Compliance Manager                                        |                                                              | The HEIW Smoke Free Environment Policy prohibits the use of electronic cigarettes on the HEIW site, grounds and building.                                                                                                                                                                                                                                                                                                                                                                     | <a href="#">HEIW Smoke Free Environment Policy</a>                                                                                                                                                                                                                                                                    |
| 4 | Demonstrate that information about the health consequences of tobacco and nicotine use, including second-hand smoke, is available to employees, e.g. posters, leaflets and the Intranet | Ensure that the HEIW Smoke Free Environment Policy also flags smoking as the single most common avoidable cause of ill health in Wales.<br><br>Share additional information to employees (posters, leaflets and staff intranet).<br><br>Health Needs Assessment to include section on Smoking.<br><br>Wellbeing Matters Documents includes section on Smoking. | Facilities and Compliance Manager<br><br><br>Workforce Programme Manager | May 2019<br><br>July 2019<br><br>October 2019<br><br>Ongoing | Information about the health consequences of tobacco and nicotine use, including second-hand smoke, is included in the HEIW Smoke Free Environment Policy.<br><br>Plan to share additional information to employees (posters, leaflets and staff Intranet).<br><br>Health Needs Assessment guidance document to include links to smoking cessation website.<br><br>Wellbeing Matters documents has a link to smoking cessation website and is on the HEIW Health and Wellbeing intranet page. | <a href="#">HEIW Smoke Free Environment Policy</a><br><br><br><br><br><a href="#">HNA Guidance Document</a><br><br><br><br><a href="#">HNA Guidance Document</a><br><a href="#">Link to HEIW health and wellbeing pages.</a><br><a href="#">Wellbeing Matters</a><br><br><a href="#">No smoking Stoptober article</a> |

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|   |                                                                                                                    |                                                                                                                                                                                                            |                                                                      |                              | Promotes smoking cessation campaigns in HEIW.                                                                                                                                                                                           | Photos of No Smoking signs                                                                                                                                             |
| 5 | Demonstrate that the organisation participates in smoking cessation campaigns such as Stoptober and No Smoking Day | Ensure that the organisation participates in smoking cessation campaigns.                                                                                                                                  | Workforce Programme Manager                                          | March 2020                   | Promotes smoking cessation campaigns in HEIW.                                                                                                                                                                                           | No smoking Stoptober article<br>Photos of No Smoking signs                                                                                                             |
| 6 | Clearly promotes smoking cessation services, for example the Help Me Quit service for group and individual support | Ensure that the HEIW Smoke Free Policy provides information about support for employees who want to quit.<br><br>Plan to promote smoking cessation services more widely.                                   | Facilities and Compliance Manager<br><br>Workforce Programme Manager | May 2019<br><br>October 2019 | The HEIW Smoke Free Policy provides information about support for employees who want to give up smoking.<br><br>HNA Guidance Document and Wellbeing Matters are published on the HEIW Health and Wellbeing intranet site.               | HEIW Smoke Free Environment Policy<br><br>No smoking Stoptober article<br>Photos of No Smoking signs<br>HNA Guidance Document<br>Wellbeing Matters                     |
| 7 | Raises awareness of pharmacy-based smoking cessation services (for individual support), where available            | HEIW Smoke Free Policy provides information about support for employees from local pharmacy for help and advice for those who want to quit.<br><br>Plan to promote smoking cessation services more widely. | Facilities and Compliance Manager<br><br>Workforce Programme Manager | May 2019<br><br>October 2019 | HEIW Smoke Free Policy provides information about support for employees from local pharmacy for help and advice for those who want to quit.<br><br>HNA Guidance Document and Wellbeing Matters are published on the HEIW intranet site. | HEIW Smoke Free Environment Policy<br><br>This is in the policy under section 8.<br>Choose Well campaign on Intranet<br><br>Wellbeing Matters<br>HNA Guidance Document |

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| <b>SILVER</b> | 1 | Information on the health benefits of giving up smoking is readily available to employees, and the telephone number for the Help Me Quit service is permanently on display                                                                 | Provide information on the health benefits of giving up smoking.                     | Workforce Programme Manager       | June 2019 | The HEIW Health and Wellbeing intranet pages contain the Our Wellbeing Matters documents and Health Needs Assessment guidance document signposting to information on the benefits of quitting and how to get support.<br><br>Cardiff and Vale University Health Board Wellbeing Pages also include information and signposting. | <a href="#">HNA Guidance Document</a><br><br><a href="#">Cardiff and Vale University Health Board Health and Wellbeing internet pages</a><br><br><a href="#">Link to HEIW health and wellbeing pages.</a><br><br><a href="#">No smoking Stoptober article</a> |
|               | 2 | The organisation supports employees, e.g. peer support networks/buddy systems, allows time off during working hours for employees to attend smoking cessation services, and/or invites cessation support services to run in-house sessions | ???                                                                                  | Workforce Programme Manager       |           |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                               |
|               | 3 | If the organisation has provided a smoking shelter for use by employees, then it should also consider how similar provision could be made for e-cigarette users, e.g. by the provision of a separate shelter, or differently timed breaks  | No provision is made for a smoking shelter as per the Smoke Free Environment policy. | Facilities and Compliance Manager | May 2019  | HEIW Smoke Free Environment Policy (which includes e-cigarettes) applies to all employees, visitors and contractors, it was agreed by the Board in May 2019 and is included in induction of all new employees.                                                                                                                  | <a href="#">HEIW Smoke Free Environment Policy</a>                                                                                                                                                                                                            |
| <b>GOLD</b>   | 1 | The smoke-free policy bans smoking in the grounds of the business                                                                                                                                                                          | No provision is made for a smoking shelter as per the Smoke Free                     | Facilities and Compliance Manager | May 2019  | HEIW Smoke Free Environment Policy (which includes e-cigarettes) applies to all employees, visitors and contractors, it was agreed                                                                                                                                                                                              | <a href="#">HEIW Smoke Free Environment Policy</a>                                                                                                                                                                                                            |

|   |                                                                                                       |                                                                                      |                                   |          |                                                                                                                                                                                                                |                                                           |
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|   |                                                                                                       | Environment policy.                                                                  |                                   |          | by the Board in May 2019 and is included in induction of all new employees.                                                                                                                                    |                                                           |
| 2 | The smoke-free policy prohibits the use of e-cigarettes in the buildings and grounds of the workplace | No provision is made for a smoking shelter as per the Smoke Free Environment policy. | Facilities and Compliance Manager | May 2019 | HEIW Smoke Free Environment Policy (which includes e-cigarettes) applies to all employees, visitors and contractors, it was agreed by the Board in May 2019 and is included in induction of all new employees. | <a href="#"><u>HEIW Smoke Free Environment Policy</u></a> |

## 2. Mental health and well-being

### Part 1 - Mental well-being and the management of pressure

**Summary:** A draft Mental Wellbeing Policy is being developed which will include signposting to procedures to support managers supporting employees.

| Level  | Criteria                                                                                                                             | Action Required                                    | Responsibility                                      | Timescale | Progress (including date achieved)                                                                                                                                                                | Index / Hyperlink                                                                                                                                                            |
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| BRONZE | 1 Is compliant with legislation, including the Equality Act 2010                                                                     | SEP Engagement with EHRC and relevant EIA training | Head of People and OD                               |           |                                                                                                                                                                                                   | <a href="#">HEIW EIA Equality &amp; Diversity and Inclusion update</a>                                                                                                       |
|        | 2 Has a mental health and well-being/management of pressure (stress management) policy (may be part of the health and safety policy) | Develop a HEIW Mental Wellbeing Policy             | Head of People and OD / Workforce Programme Manager |           | A draft Mental Wellbeing Policy will be shared with the HEIW Health and Wellbeing Network.                                                                                                        | <a href="#">Draft Mental Wellbeing at Work Policy</a>                                                                                                                        |
|        | 3 Has introduced flexible-working practices and family-friendly policies, and these are referenced in the policy                     | Develop a HEIW Flexible Working Policy             | Head of People and OD                               |           | Currently awaiting feedback. There is no EIA in progress for this one however, it will need to be done<br><br>The Cardiff University flexible working policy was transferred as part of the TUPE. | <a href="#">Draft HEIW Flexible Working Policy</a><br><br><a href="#">NWSSP Flexible working Policy</a><br><br><a href="#">Cardiff University Flexible Working procedure</a> |
|        |                                                                                                                                      |                                                    |                                                     |           | See HNA results regarding number of staff currently working flexibly<br><br>Flexitime procedures are in place in HEIW.                                                                            | <a href="#">Mark Stacey Toolkit HNA results</a><br><br><a href="#">NWSSP Flexible working Policy</a>                                                                         |

|   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                              |                       |                              |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                              |
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|   |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                              |                       |                              |                                                                                                                                                                                                                                                                                                                                                                                                                        | Cardiff University Flexible Working procedure<br>Draft HEIW Flexible Working Policy                                                                                                                                                                                                          |
| 4 | Has a dignity at work policy                                                                                                                                                                                                      | HEIW to adopt the All Wales Dignity at Work Process                                                                                                                                                                                          | Head of People and OD | Ask Jeremy for adoption date | HEIW adopted the All Wales Dignity at Work process on xxxx                                                                                                                                                                                                                                                                                                                                                             | All Wales Dignity at Work Process<br>Cardiff University Dignity at Work and Study Policy<br>Staff Survey Results<br>Staff Survey Presentation<br>HNA survey<br>PADR example                                                                                                                  |
| 5 | Has systems in place where employees can comment on their job demands, job role and identify concerns or training needs, e.g. one-to-one meetings with managers, team meetings/toolbox talks, appraisal system/performance review | To develop a HNA survey and PADR process.                                                                                                                                                                                                    | Head of People and OD |                              | Employees have been invited to complete the NHS Wales Staff Survey and the Health Needs Assessment. All employees participate in a Personal Development Appraisal Review at least annually.                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                              |
| 6 | Makes available to employees, through managers and work champions, resources on mental well-being, for example Health and Safety Executive leaflets, information from Mind Cymru including Mind's Mental Health at Work resources | Develop a series of networks throughout HEIW made up of membership from across the organisation that can act as ambassadors and advocates e.g. Social Committee, Culture Group, Health and Wellbeing, Time to Change, Equality and Diversity | Head of People and OD | Ongoing                      | The HEIW Health and Wellbeing intranet pages contain the Our Wellbeing Matters documents and Health Needs Assessment guidance document signposting to information on the benefits of quitting and how to get support.<br><br>Cardiff and Vale University Health Board Health and Wellbeing Pages also include information and signposting.<br><br>HEIW has signed the Time to Change pledge and has trained champions. | Leaflet stands<br>MIND resources in kitchen<br>HNA Guidance Document<br>Link to HEIW health and wellbeing pages.<br><br>Links to Cardiff and Vale UHB internet site<br><br>Signing time to Change Pledge article<br><br>HEIW Time to Change action plan<br><br>HEIW Time to Change Champions |

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| 7             | The organisation participates in sign-posting and awareness-raising campaigns/events, for example National Stress Awareness Day, World Mental Health Day | Workforce Programme Manager                      | The HEIW Health and Wellbeing intranet pages contain the Our Wellbeing Matters documents and Health Needs Assessment guidance document signposting to information on the benefits of quitting and how to get support. | <a href="#">Health Education and Improvement Wales develops stress management toolkit to support NHS staff</a><br><a href="#">Stress awareness massage sessions</a><br><a href="#">Stress Awareness HNA Guidance Document</a><br><a href="#">Link to HEIW health and wellbeing pages.</a><br><br><a href="#">Links to Cardiff and Vale UHB internet site</a> |
| <b>SILVER</b> |                                                                                                                                                          |                                                  |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                              |
| 1             | The organisation is committed to the principles of the Health and Safety Executive's Stress Management Standards                                         | Head People and OD Facilities Compliance Manager | The Cardiff and Vale UHB health and wellbeing internet pages also contain information.                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                              |
| 2             | Managers and employees have been given training to identify the signs and symptoms associated with stress and other mental health problems               | Head of People and OD                            | HEIW has signed the Time to Change pledge and has trained champions.                                                                                                                                                  | <a href="#">Signing time to Change Pledge article</a><br><a href="#">HEIW Time to Change action plan</a><br><a href="#">HEIW Time to Change Champions</a>                                                                                                                                                                                                    |
| 3             | The organisation promotes anti-stigma and mental health discrimination messages, and a culture where people can talk about mental health                 | Head of People and OD                            | HEIW has signed the Time to Change pledge and has trained champions.                                                                                                                                                  | <a href="#">Signing time to Change Pledge article</a><br><a href="#">HEIW Time to Change action plan</a><br><a href="#">HEIW Time to Change Champions</a>                                                                                                                                                                                                    |
| 4             | The analysis of employee needs (questionnaire, survey, focus group etc.) gauges the                                                                      | Workforce programme Manager                      | Health Needs Assessment Survey includes the WEMWEBs questions.                                                                                                                                                        | <a href="#">HEIW Time to Change HNA Guidance Document</a>                                                                                                                                                                                                                                                                                                    |

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|             |   | mental well-being of the workplace                                                                                                                                                                     |    |                                          |    |  |                                                                                                                                             |                                                                            |
|             | 5 | The links between mental health problems and musculoskeletal disorders are recognised                                                                                                                  | ?? |                                          | ?? |  | The Wellbeing Matters documents and HNA Guidance document highlights the links between mental health problems and musculoskeletal disorders | <a href="#">Wellbeing Matters</a><br><a href="#">HNA Guidance Document</a> |
| <b>GOLD</b> | 1 | Positive mental health within the workplace is promoted, including through health fairs and workshops                                                                                                  |    | Head of People and OD                    |    |  | Mental Wellbeing Policy                                                                                                                     |                                                                            |
|             | 2 | The organisation has guidance for managers, including sign-posting, on how to deal with employees facing difficult personal issues, such as bereavement, terminal illness, domestic abuse/violence etc |    | Head of People and OD – All Wales policy |    |  | Dying to Work Charter<br>Mind Procedure<br>Special Leave Policy                                                                             |                                                                            |
|             | 3 | Pro-active risk assessments for stress, which focus on organisational issues, are completed                                                                                                            |    | Head of People and OD                    |    |  | Stress Risk Assessment                                                                                                                      |                                                                            |





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|             |   | to work. This would include reasonable adjustments to work roles, flexible-working, home-working etc.                                                        |                                                               |                       |  | which has supportive procedures to provide employees with phased / therapeutic returns and tailored / reasonable adjustments.                                                       | <a href="#">Draft Mental Wellbeing at Work Policy</a> |
| <b>GOLD</b> | 1 | Employees can self-refer for counselling                                                                                                                     | Establish an EAP in HEIW.                                     | Head of People and OD |  | A procurement exercise will begin shortly to contract an Employee Assistance Programme which will include, self-referral for staff with face-to-face, online and telephone support. | <a href="#">Report to SLT EAP</a>                     |
|             | 2 | Training is provided to enable appropriate employees to identify the signs and symptoms of mental health conditions                                          | EAP to provide Mental First Aider Training to HEIW employees. | Head of People and OD |  |                                                                                                                                                                                     | <a href="#">Draft Mental Wellbeing at Work Policy</a> |
|             | 3 | The organisation provides support to employees (women and men) experiencing domestic abuse, including a policy/guidance and sign-posting to appropriate help |                                                               | Head of People and OD |  |                                                                                                                                                                                     |                                                       |

### 3. Musculoskeletal Disorders

**Summary:** The HEIW Health and Safety Policy was agreed in May 2019 and includes a Procedure for the Assessment and Use of Display Screen Equipment (DSE). All employees receive, as part of the HEIW corporate induction a session on Health and Safety on commencement of employment and will receive job specific information, instruction and training relative to the work activities that they are undertaking.

HEIW provides regular 'refresher' training in Health and Safety matters and briefing notes to ensure staff are kept up-to-date with risks in the work environment and the controls they must use to mitigate the risks to an acceptable level.

Where staff perform tasks or duties with 'special' or 'high' risks then additional training will be provided by their manager or supervisor. This will ensure they thoroughly understand both the nature of the risk and the importance of the control measures they must follow.

Assessments will be completed for manual handling tasks carried out by HEIW staff using the standard risk assessment format with the necessary precautions taken as a result of these assessments.

To minimise the risk to staff from manual handling HEIW policy is to avoid the need to lift or manoeuvre objects, or introducing suitable equipment to assist the activity.

Staff will be given training, both in how to recognise potentially hazardous lifting situations and also in the techniques of good handling practice and should take care when undertaking manual handling tasks to minimise the risk of injury to themselves.

| Level         | Criteria                                                                    | Action Required                                     | Responsibility                                              | Timescale | Progress (including date achieved)                                                                                                                                                                     | Index / Hyperlink                                                                                                                                                                                                                                                                                                                                  |
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| <b>BRONZE</b> | 1 MSDs are included as part of the organisation's health and safety policy. | DSE assessments, training and guidance is provided. | Facilities & Compliance Manager/<br>External H&S Consultant | May 2019  | DSE procedure and guidance document agreed May 2019.<br><br>The Health and Safety Policy includes procedures for Manual Handling, use of DSE equipment and provides training to employees as required. | <a href="#">HSE DSE Training and Trainer spreadsheet</a><br><br><a href="#">HSE DSE Procedure and Guidance document</a><br><br><a href="#">HSE DSE Checklist</a><br><br><a href="#">Procedure for the Assessment and Use of Display Screen Equipment (DSE)</a><br><br><a href="#">Health and Safety Policy</a><br><a href="#">Sedentary worker</a> |

|   |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                      |
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| 2 | <p>The organisation has identified the key MSD risks and developed effective, proportionate and practical controls for these risks (controls include appropriate training, the provision and use of lifting and handling equipment, use of display screen equipment and other equipment to support upper limb disorders and repetitive strain injury)</p> | <p>Ensure that all employees to undertake NHS statutory and mandatory training in manual handling.</p> <p>Provide trolley carts and dollies for employees lifting and handling equipment.</p> <p>Develop and issue a manual handling guidance procedure to all employees.</p> <p>All employees to be provided with two screens, a laptop, a rucksack and an ergonomic chair as standard.</p> <p>Provide employees with electronic riser desks where required and</p> | Facilities & Compliance Manager | Ongoing | <p>All employees have been advised to undertake NHS Manual Handling Module A (Level 1) training.</p> <p>Trolley carts and dollies are available in for use by all employees lifting and handling equipment Ty Dysgu.</p> <p>Developed and issued a manual handling guidance procedure to all employees and videos demonstrating how to make adjustments to ergonomic and specialist chairs. Plan to issue guidance for employees working on hot desks.</p> <p>All employees at Ty Dysgu have been provided with two screens, plans in place to provide off site workers are in hand. All employees have been provided with a laptop and a rucksack. All office based employees have an ergonomic chair as standard. Non office workers are provided with equipment on a case by case basis.</p> <p>Employees with specialist requirements have been allocated electronic riser desks and all employees</p> | <p><a href="#">Stat and Mand compliance</a></p> <p><a href="#">Dollies</a><br/><a href="#">Trolley</a></p> <p><a href="#">Manual handling guidance</a></p> <p>Photos of:<br/><a href="#">2 screens &amp; a laptop</a><br/><a href="#">Rucksacks</a><br/><a href="#">Chairs</a><br/><a href="#">Riser desks</a><br/><a href="#">Standing Desk</a></p> |
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|  |  | access to standing desks.                                                                                                                                                                                                            |  | April – June 2019 | have access to use standing desks.<br><br>An external company has undertaken DSE assessments for 200+ employees based in Ty Dysgu.                                                                                   | <a href="#">DSE List</a>                                                                                                    |
|  |  | All employees based in Ty Dysgu to receive a DSE assessment and provision of equipment to support reasonable adjustments (e.g. specialist chairs, riser desks, standing desks etc.).                                                 |  | July 2019         | DSE assessor trained in xx in HEIW. Equipment is being purchased to support proposals for reasonable adjustments (e.g. specialist chairs, risers to adjust the height of desks, wrist rests and footrests etc.).     | <a href="#">HSE DSE Procedure and Guidance document</a><br><a href="#">DSE List</a><br><a href="#">Training Certificate</a> |
|  |  | Develop and implement a new DSE procedure and new DSE workstation checklist for all employees working in Ty Dysgu. Consider appropriate procedures for employees working remotely in Health Boards, General Practices and from home. |  |                   | Plan to develop and implement a new DSE Procedure including a new DSE workstation checklist for all employees working in Ty Dysgu.                                                                                   | <a href="#">HSE DSE Procedure and Guidance document</a>                                                                     |
|  |  |                                                                                                                                                                                                                                      |  |                   | Plan to work with the H&S to consider appropriate procedures for employees working remotely in Health Boards, General Practices and from home. To seek a representative from this group to attend the H&S committee. | <a href="#">Cardiff and Vale Lone Worker Guidance</a>                                                                       |
|  |  | Provide relevant H&S information on the H&S noticeboard in reception.                                                                                                                                                                |  |                   | Relevant H&S information is provided on the H&S noticeboard in reception.                                                                                                                                            | <a href="#">Health and Safety intranet site.</a>                                                                            |

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| 3 | Evidence of specific examples where risks have been eliminated or reduced, and where the task and the workplace have been designed to take account of risk | Provide ergonomic furniture and equipment for employees at Ty Dysgu to make reasonable adjustments (electronic riser desks, standing desks, specialist chairs etc.).<br><br>Provide trolleys and dollies to lift heavy equipment at Ty Dysgu.<br><br>Provide a multipurpose room for well-being (with equipment to do physio exercises, new mothers and faith). | Facilities & Compliance Manager/ External H&S Consultant | Ongoing           | All employees in Ty Dysgu have been provided with ergonomic furniture and equipment. Where Occupational Health or the DSE assessment has recommended making reasonable adjustments arrangements have been made as appropriate.<br><br>A number of trolleys and dollies have been purchased to enable employees to lift heavy equipment safely at Ty Dysgu.<br><br>Ty Dysgu has a dedicated multi-purpose room for use by employees to improve their well-being. Equipment has been provided to enable employees to do physio exercises and to have quiet contemplative space. It can also be used by new mothers and as a prayer room. | <u>Riser desks</u><br><u>Standing Desk</u><br><br><br><br><br><br><br><br><br><br><u>Dollies</u><br><u>Trolley</u><br><br><br><u>Multipurpose room</u><br><u>Seating in multipurpose room</u><br><u>Multipurpose room privacy blinds</u><br><u>Multipurpose room door with lock</u><br><u>Multipurpose meeting room diary</u><br><u>Exercise Mat</u> |
| 4 | Information is given on preventing and managing MSDs                                                                                                       | Provide advice during DSE assessment to help employees to help prevent and manage MSDs.                                                                                                                                                                                                                                                                         | Facilities & Compliance Manager/ External DSE Assessor   | April – June 2019 | Communications have been issued to employees about preventing and managing MSDs when they moved into Ty Dysgu. This is reiterated at corporate induction. The DSE assessor has provided employees with guidance on the set up of their workstation to help prevent or manage MSDs.                                                                                                                                                                                                                                                                                                                                                     | <u>MSD article</u><br><br><u>HSE DSE Procedure and Guidance document</u><br><br><u>DSE List</u>                                                                                                                                                                                                                                                      |

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| <b>SILVER</b> | <b>1</b> | The organisation has a policy and systems in place to support employees in their return to work                                                                                                                                                                                                |  | Head of People and OD       |  | HEIW adopted the Managing Attendance at Work (MAAW) Policy which has supportive procedures to provide employees with phased returns, therapeutic returns, tailored and reasonable adjustments.                                                                     | <a href="#">MAAW Policy</a>                                                                                                                                                                                                                                                |
|               | <b>2</b> | The return to work policy includes: <ul style="list-style-type: none"> <li>reasonable adjustment</li> <li>reference to flexible working and home working</li> <li>managed and staged return</li> <li>redeployment is considered where a person cannot return to their original role</li> </ul> |  | Head of People and OD       |  | HEIW adopted the Managing Attendance at Work (MAAW) Policy which has supportive procedures to provide employees with phased returns, therapeutic returns, tailored and reasonable adjustments.                                                                     | <a href="#">MAAW Policy</a>                                                                                                                                                                                                                                                |
|               | <b>3</b> | The links between mental health problems and MSDs are recognised.                                                                                                                                                                                                                              |  | Workforce Programme Manager |  | The Wellbeing Matters documents and HNA Guidance document highlights the links between mental health problems and musculoskeletal disorders                                                                                                                        | <a href="#">Wellbeing Matters</a><br><a href="#">HNA Guidance Document</a><br><a href="#">Draft Mental Wellbeing at Work Policy</a>                                                                                                                                        |
|               | <b>4</b> | Employees are sign-posted to appropriate support, for example websites                                                                                                                                                                                                                         |  | Head of People and OD       |  | The Wellbeing Matters documents and HNA Guidance document provide signposting to appropriate support.<br><br>Cardiff and Vale UHB Health and Wellbeing internet pages and the HEIW health and wellbeing intranet pages provide signposting to appropriate support. | <a href="#">Wellbeing Matters</a><br><a href="#">HNA Guidance Document</a><br><a href="#">Link to Cardiff and Vale UHB health and wellbeing pages</a><br><a href="#">Link to HEIW health and wellbeing pages.</a><br><a href="#">Draft Mental Wellbeing at Work Policy</a> |

|             |          |                                                                                                                                                                                                                                                    |                                                                                                               |                                                        |                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                            |
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| <b>GOLD</b> | <b>1</b> | <p>The organisation provides access to a full range of interventions to support individuals with musculoskeletal disorders, for example referral to occupational health, workstation assessments, physiotherapy, adaption of working practices</p> | <p>Provide access to a full range of interventions to support individuals with musculoskeletal disorders.</p> | <p>Facilities &amp; Compliance Manager/People Team</p> | <p>Ongoing</p> | <p>The People Team will provide referrals for employees to occupational health services and help to adapt their working practices. They work in close collaboration with the Facilities and Compliance Manager in regard to the adaption of workstations when required.</p> <p>The Facilities and Compliance Manager coordinates all DSE assessments for all employees working at Ty Dysgu.</p> <p>HEIW employees have been trained to undertake DSE assessments for employees on an ongoing basis.</p> <p>A multipurpose room has been provided for use by employees wishing to undertake physiotherapy exercises</p> | <p>Cardiff and Vale UHB SLA</p> <p>DSE Register</p> <p>DSE Trainers</p> <p>Photos of multipurpose room</p> |
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#### 4. Alcohol and Substance Misuse

**Summary:** The HEIW Health and Safety Policy was agreed in May 2019 and recognises that the misuse of alcohol or other substances can affect the safety of staff and others and lead to increased absenteeism due to the decline in the general health and wellbeing of individuals. It is the policy of HEIW that the consumption of alcohol and the taking of any non-medication drugs is strictly prohibited during the hours of work and that staff will not be under the influence of drugs or alcohol during working hours. Any member of staff who is concerned that he/she may have a dependence on alcohol or drugs is encouraged to seek help and advice from their Doctor, supervisor, or a member of the management team. Every assistance will be offered to help the employee in these circumstances and the information will be held in the strictest confidence. A draft Alcohol and Substance Misuse procedure providing information to managers on how to support and signpost employees is being developed and will be reviewed by the HEIW Health and wellbeing Network. HEIW has adopted the Cardiff University Drug and Alcohol Policy as part of the TUPE of Cardiff University employees.

| Level  | Criteria                                                                                                                                                                                                                                     | Action Required                                | Responsibility                                            | Timescale | Progress (including date achieved)                                                                                                                                                                                                                                         | Index / Hyperlink                                                                                                         |
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| BRONZE | 1 The organisation has a policy on alcohol, drugs and other substance use that is not solely disciplinary                                                                                                                                    | Develop a Drug and Alcohol procedure for HEIW. | Facilities & Compliance Manager<br><br>People and OD Team | May 2019  | Drug and alcohol is included in the HEIW Health and Safety Policy.<br><br>HEIW has adopted the Cardiff University Drug and Alcohol Policy as part of the TUPE of Cardiff University employees.<br><br>Plans are in place to develop a Drug and Alcohol procedure for HEIW. | <a href="#">HEIW Health and Safety Policy</a><br><br><a href="#">Cardiff University Drug and Alcohol Policy</a>           |
|        | 2 Has produced briefing/guidance/training for managers on how to identify and deal with employees presenting for work and showing signs of alcohol, drugs or other substance use, that clearly describes how the duty of care responsibility | Produce a Drug and Alcohol procedure for HEIW. | Head of People and OD                                     | July 2019 | Develop a Drug and Alcohol procedure for HEIW                                                                                                                                                                                                                              | <a href="#">Cardiff University Drug and Alcohol Policy</a><br><br><a href="#">HEIW Alcohol and Substance Abuse Policy</a> |

|   |                                                                                                                                                                                                                                                                      |                                                                                                                                                    |                             |              |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                        |
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|   | is fulfilled towards such an employee                                                                                                                                                                                                                                |                                                                                                                                                    |                             |              |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                        |
| 3 | Runs awareness-raising sessions for employees on the alcohol, drugs and other substance use policy, and the risks associated with alcohol, drugs and other substance use, including the consequences to continuing employment where illegal substances are concerned | Develop health and wellbeing lunch and learn.<br><br>Develop Health Needs Assessment which include section on alcohol, drugs and other substances. | Workforce Programme Manager | October 2019 | Wellbeing Matters products are published on the HEIW health and wellbeing intranet page<br><br>Cardiff and Vale UHB Health and Wellbeing pages providing signposting to support and resources<br><br>Health Needs Assessment guidance document provides links to websites.<br><br>HEIW supported the alcohol awareness week and provided information on the intranet and notice boards. Supporting Dry January 2020. | <a href="#">Wellbeing Matters</a><br><br><a href="#">Link to HEIW health and wellbeing pages.</a><br><br><a href="#">Cardiff and Vale intranet page</a><br><br><a href="#">Health Needs Assessment Guidance Document</a><br><br><a href="#">Alcohol awareness week</a><br><br><a href="#">Pictures of notice board</a> |
| 4 | Sign-posts to local or national helplines, support agencies and self-help support groups (for individuals and family members)                                                                                                                                        | Health and Wellbeing intranet pages and HNA guidance document                                                                                      | Workforce Programme Manager | October 2019 | Wellbeing Matters products are published on the HEIW health and wellbeing intranet page<br><br>Cardiff and Vale UHB Health and Wellbeing pages providing signposting to support and resources<br><br>Health Needs Assessment guidance document provides links to websites.<br><br>HEIW supported the alcohol awareness week and provided information on the intranet and notice boards                               | <a href="#">Link to HEIW health and wellbeing pages.</a><br><br><a href="#">Cardiff and Vale intranet page</a><br><br><a href="#">Health Needs Assessment Guidance Document</a><br><br><a href="#">Alcohol awareness week.</a><br><br><a href="#">Pictures of notice board</a>                                         |

|   |                                                                                                                                                                                      |                                                                                                                                                                                                  |                             |              |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                |
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| 5 | Promotes sensible drinking messages                                                                                                                                                  | Links to Cardiff and Vale UHB Health and Wellbeing internet pages and HEIW Health and Wellbeing intranet pages, HNA guidance document supports national campaigns such as Alcohol Awareness Week | Workforce Programme Manager | October 2019 | Wellbeing Matters products are publicised on the HEIW health and wellbeing intranet page<br><br>Cardiff and Vale UHB Health and Wellbeing pages provide signposting to support and resources<br><br>Health Needs Assessment guidance document provides links to websites regarding drink aware<br><br>HEIW supported the alcohol awareness week and provided information on the intranet and notice boards | <a href="#">Link to HEIW health and wellbeing pages.</a><br><br><a href="#">Cardiff and Vale intranet page</a><br><br><a href="#">Health Needs Assessment Guidance Document</a><br><br><a href="#">Alcohol awareness week.</a><br><br>Pictures of notice board |
| 6 | Is supportive to those experiencing alcohol, drugs and other substance use problems, but clearly outlines that possession or dealing in drugs at work will be reported to the police | Promote the support mechanisms for staff and the support guidance for managers                                                                                                                   | Head of People and OD       | Ongoing      | Cardiff University Drug and Alcohol Policy and the HEIW Health and Safety Policy are both supportive.<br><br>A draft Drug and Alcohol procedure will include supportive mechanisms.                                                                                                                                                                                                                        | <a href="#">Cardiff University Drug and Alcohol Policy</a><br><br><a href="#">HEIW Health and Safety Policy</a><br><br><a href="#">HEIW Alcohol and Substance Abuse Policy</a>                                                                                 |
| 7 | Clearly outlines at what point and in what circumstances an employee's drinking/drugs/substance use is treated as a matter for discipline rather than a health problem               | Include in Managers Induction and Management Leadership Programme                                                                                                                                | Head of People and OD       | Ongoing      | Cardiff University Drug and Alcohol Policy and the HEIW Health and Safety Policy are both supportive.<br><br>A draft Drug and Alcohol procedure will include supportive mechanisms.                                                                                                                                                                                                                        | <a href="#">Cardiff University Drug and Alcohol Policy</a><br><br><a href="#">HEIW Health and Safety Policy</a><br><br><a href="#">HEIW Alcohol and Substance Abuse Policy</a>                                                                                 |

|               |                                                                             |                                                                                                                                                                                                      |                                 |              |                                                                                                                                                                                                                                               |
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| 8             | Makes available soft drinks and non-alcoholic drinks at corporate functions | All functions where refreshments are made available include non - alcoholic drinks                                                                                                                   | Head of People and OD           | Ongoing      |                                                                                                                                                                                                                                               |
| <b>SILVER</b> | 1                                                                           | Has in place mechanisms to provide specialist support to employees experiencing difficulties as a result of alcohol, drugs and other substance use, and other substance use, for example counselling | Head of People and OD           | Ongoing      | Referral and access to specialist support is made on a case by case basis.                                                                                                                                                                    |
|               | 2                                                                           | The organisation's position on alcohol, drugs and other substance use and the conduct of its employees is clearly addressed in induction training                                                    | Head of People and OD           | Ongoing      | Cardiff University Drug and Alcohol Policy<br><u>HEIW Health and Safety Policy</u><br><u>HEIW Alcohol and Substance Abuse Policy</u>                                                                                                          |
|               | 3                                                                           | Has clear behavioural expectations around alcohol, drugs and other substance use, for example, employees are encouraged not to consume alcohol during the working day                                | Head of People and OD           | January 2020 | Cardiff University Drug and Alcohol Policy<br><u>HEIW Health and Safety Policy</u><br><u>HEIW Alcohol and Substance Abuse Policy</u>                                                                                                          |
| <b>GOLD</b>   | 1                                                                           | The alcohol, drugs and other substance use policy must clearly prohibit the consumption of alcohol for all employees at any time during the working day                                              | Facilities & Compliance Manager | July 2019    | The H&S policy states that the consumption of alcohol and the taking of any non-medication drugs is strictly prohibited during the hours of work and that employees will not be under the influence of drugs or alcohol during working hours. |



## 5a. Food, Health and Well-being - Workplaces without Catering Facilities

**Summary:** Ty Dysgu has a large kitchen on the ground floor and a tea point on the first and second floors for employees to eat their food in each of these three areas. Refrigerators, free filtered drinking water taps/fountains and instant boiling water is provide on all three floor. Dishwashers and microwaves are also available on all floors. All meeting rooms have tea, coffee and milk provisions, with flasks for hot water and jugs for cold water provided. In the ground floor kitchen there is a mixture of comfortable seating and dining tables with chairs, there is also standing tables with high stools. Three large picnic tables and benches have been installed outside Ty Dysgu for staff to relax and eat their food outside.

| Level         | Criteria                                                                                           | Action Required                                                                                                                                                                                | Responsibility                                       | Timescale | Progress (including date achieved)                                                                                                                                               | Index / Hyperlink                                                                                                                                                                       |
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| <b>BRONZE</b> | 1 Suitable eating areas are provided and employees are encouraged to use them                      | Ensure that there is suitable eating areas for employees.<br><br>Make arrangements to encourage employees to use them                                                                          | Facilities & Compliance Manager<br><br>Line Managers | Actioned  | Many employees use these facilities but further consideration needs to be given to further encourage employees to use the ground floor kitchen and the tea points.               | <a href="#">Seating area in kitchen</a><br><a href="#">Large seating area in kitchen</a><br><a href="#">Microwave in kitchen</a><br><a href="#">Water</a><br><a href="#">Dishwasher</a> |
|               | 2 Refrigerators are provided to allow employees to bring and keep cool prepared lunches and snacks | Provide three large refrigerators in each tea point.<br><br>Provide three large refrigerators and one small fridge in the kitchen for employees to bring and cool prepared lunches and snacks. | Facilities & Compliance Manager                      | Actioned  | Sufficient facilities have been provided to allow employees to bring and keep cool prepared lunches and snacks. Seating is provided for employees to sit and eat in these areas. | <a href="#">Fridge in kitchen</a><br><a href="#">Tuck shop fridge</a>                                                                                                                   |
|               | 3 Drinking water is easily accessible                                                              | Provide three water coolers on the ground floor and two zip taps dispensing both hot and cold drinking water on floors one and two.                                                            | Facilities & Compliance Manager                      | Actioned  | Three water coolers have been provided on the ground floor and two zip taps (dispensing both hot and cold drinking water) are available on floors one and two.                   | Photo:<br><a href="#">Water</a><br><a href="#">Hand Sanitiser</a>                                                                                                                       |

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| 4 | Employees are provided with information about healthy eating, including links to websites and local services that promote affordable healthy eating | Workforce Programme Manager     | Wellbeing Matters products are publicised on the HEIW health and wellbeing intranet page<br><br>Cardiff and Vale UHB Health and Wellbeing pages provide signposting to support and resources<br><br>Health Needs Assessment guidance document provides links to websites<br><br>Resources have been purchased and provided in the Health and Wellbeing corner of the kitchen providing information on the benefits of healthy eating on mental wellbeing as well as physical wellbeing and HEIW recently supported the Diabetes Awareness day | <a href="#">HEIW Health and Wellbeing Intranet page</a><br><br><a href="#">Cardiff and Vale intranet page</a><br><br><a href="#">Health Needs Assessment Guidance Document</a><br><br><a href="#">Photo of health and wellbeing corner with healthy eating resources and diabetes leaflets.</a><br><br><a href="#">Healthy eating leaflet stand</a><br><br><a href="#">Diabetes Awareness article</a> |
| 5 | Suitable facilities for breastfeeding mothers are provided when required                                                                            | Facilities & Compliance Manager | The multipurpose room on floor 2 at Ty Dygu has a separate fridge for breastfeeding mothers (with locks and blinds for privacy).                                                                                                                                                                                                                                                                                                                                                                                                              | <a href="#">Multipurpose room Seating in multipurpose room</a><br><a href="#">Multipurpose room privacy blinds</a><br><a href="#">Multipurpose room door with lock</a><br><a href="#">Multipurpose meeting room diary</a><br><a href="#">Exercise Mat</a><br><a href="#">Innovation room</a>                                                                                                          |
| 6 | The organisation raises awareness of and participates in national campaigns                                                                         | Workforce Programme Manager     | Wellbeing Matters products are publicised on the HEIW health and wellbeing intranet page                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <a href="#">Link to HEIW health and wellbeing pages.</a>                                                                                                                                                                                                                                                                                                                                              |



|               |                                                                                            |                                                                                                                                 |                                                          |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                            |
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| 7             | Where vending machines are provided, 25% of snacks and drinks should be healthier options  | No vending machines have been provided at Ty Dysgu.<br><br>There are plans in place to provide healthy eating vending machines. | Facilities & Compliance Manager                          | No vending machines have been provided at Ty Dysgu. Employees can access snacks from a staff run tuck shop and can also make their own snacks and drinks on the Ty Dysgu premises.<br><br>A coffee machine is in the ground floor kitchen, free for visitors and subsidised cost for staff.<br><br>The profits from the tuck shop go to fund free fruit on pay day each month. | <u>Tuck shop free fruit</u><br><br><u>Coffee Machine</u><br><u>Visitor refreshment procedure</u><br><br><u>Free fruit on pay day sign.</u> |
| <b>SILVER</b> | 1 The organisation has a nutrition policy/guidelines.                                      |                                                                                                                                 | Workforce Programme Manager                              |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                            |
|               | 2 Healthy choices are provided at corporate functions and social events                    |                                                                                                                                 | Workforce Programme Manager<br><br>Head of people and OD |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                            |
|               | 3 A minimum of one promotional event is held each year to highlight healthy eating choices |                                                                                                                                 | Workforce Programme Manager                              |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                            |
|               | 4 Where vending machines are provided, of snacks and drinks should be healthier options    |                                                                                                                                 | Facilities                                               |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                            |
| <b>GOLD</b>   | 1 There is a planned annual programme of promotional events to highlight healthier options |                                                                                                                                 | Workforce Programme Manager                              |                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                            |

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| 2 | There are links with lifestyle screening so that employees can assess their eating habits and identify changes                                                                                                        | Workforce Programme Manager |  |  |  |
| 3 | Support is available for those employees who want to improve their diet and/or lose weight. This should include sign-posting to further information and help, such as local services, possibly by a 'Health Champion' | Workforce Programme Manager |  |  |  |
| 4 | Where vending machines are provided, 75% of snacks and drinks should be healthier options                                                                                                                             | Facilities                  |  |  |  |

## 6. Physical Activity

**Summary:** We encourage and support employees to engage and participate in a number of opportunities which are aimed at increasing physical activity; these include incentives ranging from raising awareness of the benefits of physical activity through to encouraging employees to take some time out of the week to increase movement.

| Level  | Criteria                                                                                                 | Action Required                                                                                               | Responsibility              | Timescale | Progress (including date achieved)                                                                                                                                                                                                                                                                                                                                                   | Index / Hyperlink                                                                                                                                                                                                                                                                                                        |
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| BRONZE | 1 Raises awareness of the importance of regular physical activity, including promotion of key messages   | Promote Health Campaigns                                                                                      | Workforce Programme Manager | Ongoing   | Wellbeing Matters products are publicised on the HEIW health and wellbeing intranet page<br><br>Cardiff and Vale UHB Health and Wellbeing pages provide signposting to support and resources<br><br>Health Needs Assessment guidance document provides links to websites                                                                                                             | <a href="#">HEIW Health and Wellbeing Intranet page</a><br><br><a href="#">Cardiff and Vale intranet page</a><br><br><a href="#">Health Needs Assessment Guidance Document</a>                                                                                                                                           |
|        | 2 Provides and promotes information about the health benefits of exercise, including walking and cycling | Cycle to Work scheme is supported in HEIW<br><br>Working with KeepWalesTidy to litter pick in the local area. | Workforce Programme Manager | Ongoing   | Wellbeing Matters products are publicised on the HEIW health and wellbeing intranet page<br><br>Cardiff and Vale UHB Health and Wellbeing pages provide signposting to support and resources<br><br>Health Needs Assessment guidance document provides links to websites<br><br>Provide Dr Bike free health checks for staff who use the bicycles<br><br>Litter picking days in HEIW | <a href="#">HEIW Health and Wellbeing Intranet page</a><br><br><a href="#">Cardiff and Vale intranet page</a><br><br><a href="#">Health Needs Assessment Guidance Document</a><br><br><a href="#">Feedback from Dr Bike</a><br><a href="#">Feedback from massage sessions</a><br><a href="#">Litter picking feedback</a> |

|  |   |                                                                                                                                                   |                             |         |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                        |
|--|---|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |   |                                                                                                                                                   |                             |         |                                                                                                                                                                                                                                                                                                                  | <a href="#">Litter picking advert</a><br><a href="#">Cycling to work</a><br><a href="#">Cycle to work salary sacrifice scheme</a>                                                                                                                      |
|  | 3 | Provides and promotes information or contacts about local leisure centres, sports clubs, fitness classes, walking groups and other local projects | Workforce Programme Manager | Ongoing | Wellbeing Matters products are publicised on the HEIW health and wellbeing intranet page<br><br>Cardiff and Vale UHB Health and Wellbeing pages provide signposting to support and resources<br><br>Health Needs Assessment guidance document provides links to websites<br><br>Subsidised local gym membership. | <a href="#">HEIW Health and Wellbeing Intranet page</a><br><br><a href="#">Cardiff and Vale intranet page</a><br><br><a href="#">Health Needs Assessment Guidance Document</a><br><a href="#">Healthy Network Cymru</a><br><a href="#">Gym article</a> |
|  | 4 | Provides and promotes information about local, safe routes to and from the workplace to encourage active commuting, including walking and cycling | Head of People OD           |         | HEIW has a cycle to work salary sacrifice scheme and provides information on the benefits of cycling.<br><br>Provide Dr Bike free health checks for staff who use the bicycles                                                                                                                                   | <a href="#">Cycling to work</a><br><a href="#">Cycle to work salary sacrifice scheme</a><br><br><a href="#">Feedback from Dr Bike</a>                                                                                                                  |

| 5      | Uses signage or other innovative means to encourage physical activity, and reduce sedentary behaviour, as part of the working day, for example, using stairs instead of lifts, walking meetings, active commuting between meetings, standing to answer the telephone, taking regular breaks, lunchtime fitness classes etc. | Install and encourage employees to make use of standing desks, electronic riser desks to encourage physical activity and reduce sedentary behaviour.<br><br>Encourage employees to move more and reduce behaviour.<br><br>Sign up to "fit in 50" initiative in HEIW. | Facilities & Compliance Manager | Actioned | Employees are able to make use of standing desks, electronic riser desks to encourage physical activity and reduce sedentary behaviour.<br><br>Employees are encouraged to move more and reduce sedentary behaviour.<br><br>Employees are encouraged to use the stairs instead of the lifts.<br><br>Employees are encouraged to take regular breaks. | <u>Sedentary worker</u><br><u>Riser desks</u><br><u>Standing Desk</u><br><br><u>Lunch and Learn</u><br><u>communications</u><br><u>Walking Lunch and Learn</u><br><br><u>Litter picking advert</u><br><u>Litter picking feedback</u><br><br><u>Yoga sessions in the</u><br><u>innovation room</u><br><br><u>Health Education and</u><br><u>Improvement Wales</u><br><u>develops stress</u><br><u>management toolkit to</u><br><u>support NHS staff</u><br><u>Stress awareness</u><br><u>massage sessions</u><br><u>Stress Awareness</u> |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SILVER | 1 The organisation has a physical activity policy/guidelines, which is linked to the travel plan                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                      |                                 |          |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 2      | The organisation has flexible working practices to enable employees to exercise before, after, or during the working day. For example, cycle or run to work, including time to shower and change                                                                                                                            |                                                                                                                                                                                                                                                                      | Head of People                  |          | Cycle to work                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3      | The organisation has a travel plan. The plan will promote informed transport choices.                                                                                                                                                                                                                                       | Develop a travel plan to promote informed transport                                                                                                                                                                                                                  | Head of People and OD           | Actioned | Travel plan available on the staff intranet. Further work is needed on this to raise awareness of the economic,                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|             | including active and sustainable travel, and raise awareness of the economic, environmental and social implications of car use                                                    | choices prior to launch of HEIW.                                                   |                                           |          | environmental and social implications of car use.                                                    |  |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------|----------|------------------------------------------------------------------------------------------------------|--|
|             | 4 There is provision of, or access to, facilities, for example changing and showering facilities, storage, lockers                                                                | Provide shower/changing room facilities including lockers for personal belongings. | Facilities & Compliance Manager           | Actioned | Three showers and changing rooms with lockers have been provided for employees at Ty Dysgu.          |  |
|             | 5 There is provision of secure and easily accessible cycle racks to promote active travel                                                                                         | Provide secure and easily accessible cycle racks to promote active travel.         | Facilities & Compliance Manager           | Actioned | A secure cycle shed with cycle racks has been provided for employees within the grounds of Ty Dysgu. |  |
| <b>GOLD</b> | 1 Active support for a travel plan, which may include pool bikes, bike purchase schemes or pool cars, and which monitors travel behaviour through an annual travel to work survey |                                                                                    | Head of People and OD                     |          |                                                                                                      |  |
|             | 2 Employers are encouraged to engage with Local Authorities regarding enhancements to the local walking and cycling network, for example through a bike user group                |                                                                                    |                                           |          |                                                                                                      |  |
|             | 3 Employers are providing active support, for example exercise classes, corporate-rate gym memberships, walking groups, and encouragement/                                        |                                                                                    | People Social Committee where appropriate |          |                                                                                                      |  |

|   |                                                                                                                                                                                                                                              |  |  |  |  |                                                                                                                                                                                                                                        |  |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|   | guidance for employees to set up work-based sports teams                                                                                                                                                                                     |  |  |  |  |                                                                                                                                                                                                                                        |  |
| 4 | Employers are providing reward schemes /incentives for physically active employees, for example cycling mileage payments for active commuting, competitions to encourage physical activity and free, healthy breakfasts for active commuters |  |  |  |  |                                                                                                                                                                                                                                        |  |
| 5 | Posters, signage and related information are provided to employees to raise awareness of other opportunities, for example local authority advice and guidance on safe routes, active commuting and local sports clubs                        |  |  |  |  | Dr Mark Stacey (Medical Directorate) ran a session last year on encouraging employees to cycle to work.<br><br>Employees were able to secure funding to purchase equipment to enable them to cycle to work (part of the TUPE process). |  |





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Health Education and  
Improvement Wales (HEIW)

| Meeting Date                                                  | Agenda Item                                                                                                                                                                                                       |                   |                  |                 |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|-----------------|
| <b>Report Title</b>                                           | Implementation of a finance wellbeing support service for Health Education and Improvement Wales employees.                                                                                                       |                   |                  |                 |
| <b>Report Author</b>                                          | Emma Carrington                                                                                                                                                                                                   |                   |                  |                 |
| <b>Report Sponsor</b>                                         | Claire Smith                                                                                                                                                                                                      |                   |                  |                 |
| <b>Presented by</b>                                           | Angie Oliver                                                                                                                                                                                                      |                   |                  |                 |
| <b>Freedom of Information</b>                                 | Open                                                                                                                                                                                                              |                   |                  |                 |
| <b>Purpose of the Report</b>                                  | The purpose of this report is to recognise that wellbeing can influence all aspects of individuals lives and the benefits of implementing a finance wellbeing service for Health Education and Improvement Wales. |                   |                  |                 |
| <b>Key Issues</b>                                             | To consider the implementation of a finance wellbeing service in Health Education and Improvement Wales.                                                                                                          |                   |                  |                 |
| <b>Specific Action Required</b><br><i>(please ✓ one only)</i> | <b>Information</b>                                                                                                                                                                                                | <b>Discussion</b> | <b>Assurance</b> | <b>Approval</b> |
|                                                               |                                                                                                                                                                                                                   |                   |                  | ✓               |
| <b>Recommendations</b>                                        | <p>Members are asked to:</p> <p>Endorse a finance wellbeing service in Health Education and Improvement Wales.</p>                                                                                                |                   |                  |                 |

**Implementing a finance wellbeing service in**  
**Health Education and Improvement Wales (HEIW)**

## **1. INTRODUCTION**

The implementation of a financial wellbeing service in HEIW is an employee benefit that may improve the physical, mental and financial wellbeing of HEIW employees. It will have several benefits to both the organisation and employees. The organisation would experience improved productivity and moral and reduce outside financial worries impacting on work, including absence from work. The implementation would also empower employees to have an opportunity to control any concerns they may have in relation to their finances.

## **2. BACKGROUND**

After undertaking a preliminary scoping exercise of what services are available and feedback from other NHS organisations, the HEIW Health and Wellbeing Network inviting the two most reputable financial services companies to their Network meeting on the 5<sup>th</sup> November. Tom Beaumont from Neyber and Tom Osbourne from Salary Finance showcased their financial wellbeing services.

Neyber is currently the only provider on the NPS Framework and was the preferred choice of the Network, which means we can contract directly through the ESPO framework. Cardiff and Vale UHB and Velindre NHS Trust currently use Neyber.

Neyber mission statement is to *"Create a community of financially happy employees, changing behaviours and creating healthy habits"* Neyber uses behavioural insight and technology to deliver products and services that allow employees to take control of their finances if they choose. They provide:

- Education and Tools
- Debt Consolidation
- Fairer Finance
- Savings and Investment

Neyber would offer HEIW employees a free financial health check where financial habits and attitudes are represented as a score and a personal journey to improve financial situation. Employees are provided with resources, tools and products to take control of their finances. HEIW as an employer would be provided with measurable non-identifiable information of an employee's core and industry / UK comparison. They would also receive a tailored strategy to improve employee financial health and a 12-month activity plan with regular campaigns and on-site workshops.

Neyber has recently undertaken a study and the results suggest that 62% of NHS employees have financial worries in the last year and the average monthly unsecured debt repayments are £322.00, which excludes student and mortgage payments. They also highlight that 40% have experienced stress due to their finances, 47% have borrowed to meet basic monthly needs and 37% have less than 1 months' salary

saved (Source: The DNA of Financial Wellbeing 2018, Neyber, Survey of 10,000 employees and 580 employers).

During October this year HEIW 136 employees undertook a Health Needs Assessment (HNA). When asked "Are you concerned about your current financial situation?" 38 people (27.9%) responded yes with 8 people (5.9%) preferring not to say. Employees were also asked "Is your current financial situation having a negative effect on your Health and Wellbeing?" 24 people (17.6%) responded yes with 7 people (5.1%) preferring not to say. Which indicates that HEIW employees may see the implementation of financial wellbeing service as an invaluable support mechanism personally and professionally.

Neyber identify that financial wellbeing has an impact on employee mental wellbeing and can manifest through guilt, shame, anxiety, low mood, insomnia, panic attacks, self-harm and substance misuse to name a few. This can increase organisational absence, presenteeism, job performance and employees taking unnecessary risks. Neyber suggests that there is 22% increase in loss of talent with in the NHS due to money worries and absenteeism is increased by 19%.

*A Healthier Wales: our Plan for Health and Social Care*, recognises that a key factor in delivering high quality health and social care is the wellbeing and engagement of staff, with one dimension of the quadruple aim: "to enrich the wellbeing, capability and engagement of the health and social care workforce." HEIW is committed to enhancing the health and wellbeing of NHS colleagues and to be an exemplar employer, through promoting, facilitating and where appropriate monitoring the impact of health and wellbeing initiatives, such as the implementation of a financial wellbeing provision for HEIW employees.

### **3. GOVERNANCE AND RISK ISSUES**

The senior leadership team are asked to consider and agree the formal reporting arrangements for the implementation of a financial wellbeing service in HEIW.

Neyber would be provide HEIW with measurable non-identifiable information of an employee's core and industry / UK comparison. They would also receive a tailored strategy to improve employee financial health and a 12 month activity plan with regular campaigns and on-site workshops.

It is anticipated that the Neyber ethos will be embedded into HEIW people systems, e.g. people policies, equality and diversity, culture, performance etc.

Strong partnership working with Trade Unions will also be sought.

### **4. FINANCIAL IMPLICATIONS**

There are no direct cost implications.

### **5. RECOMMENDATION**

The HEIW Health and Wellbeing Network would welcome the support and endorsement from the senior leadership team to consider the implementation of a financial wellbeing service for HEIW employees. The group would also welcome the authorisation to begin the procurement process.

| Governance and Assurance                                                                                                                                                                                                                                                                           |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Link to corporate objectives (please ✓)                                                                                                                                                                                                                                                            | As a new organisation establishing HEIW as a valued and trusted partner, an excellent employer and a reputable and expert brand | Building a sustainable and flexible health and care workforce for the future.                                                                       | With Social Care Wales shaping the workforce to deliver care closer to home and to better align service delivery. | Improving quality and safety by supporting NHS organisations find faster and more sustainable workforce solutions for priority service delivery challenges. |
|                                                                                                                                                                                                                                                                                                    | ✓                                                                                                                               |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                    | Improving opportunities for use of technology and digitalisation in the delivery of education and care.                         | Reinvigorating leadership development and succession planning across health and social care in partnership with Social Care Wales and Academi Wales | Demonstrating value from investment in the workforce and the organisation.                                        |                                                                                                                                                             |
| Quality, Safety and Patient Experience                                                                                                                                                                                                                                                             |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Will improve HEIW employees' health and wellbeing; along with the positive business outcomes that are associated with the benefit including an anticipated reduction in sickness absence rates, reductions in levels of stress, and increases in employee engagement and stakeholder satisfaction. |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Financial Implications                                                                                                                                                                                                                                                                             |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Anticipated improvement in colleague's engagement and health and wellbeing which may result in a reduction in sickness absence costs.                                                                                                                                                              |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Legal Implications (including equality and diversity assessment)                                                                                                                                                                                                                                   |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Health wellbeing can have a positive impact within the work environment, with the following projective outcomes:                                                                                                                                                                                   |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |

- Feel relatively confident in yourself and have positive self- esteem
- Feel and express a range of emotions
- Build and maintain good relationships with others
- Feel engaged with the world around you
- Live and work productively
- Cope with the stresses of daily life

The financial wellbeing support will be available to all staff if they choose to take the opportunity.

#### **Staffing Implications**

Neyber will provide awareness raising materials, however, a staff resource will be required, mainly in the initial implementation phase, and ongoing to monitor the service provision and provide regular reports on usage.

#### **Long Term Implications (including the impact of the Well-being of Future Generations (Wales) Act 2015)**

The implementation of a finance wellbeing service in HEIW will have a direct impact and link to the Well-being of Future Generations (Wales Act 2015). It will also reflect well on HEIW's future CHS plans; It will give HEIW the opportunity to demonstrate that they are thinking about the long-term decisions and positive changes for their current and future staff.

#### **Report History**

#### **Appendices**





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Health Education and  
Improvement Wales (HEIW)

|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                    |                      |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|----------------------|
| <b>Meeting Date</b>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Agenda Item</b> |                      |
| <b>Report Title</b>                                           | <b>Implementation of an Employee Assistance Programme (EAP) within HEIW</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                    |                      |
| <b>Report Author</b>                                          | Emma Carrington, Project Support Officer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                      |
| <b>Report Sponsor</b>                                         | Claire Smith, Workforce Programmes Manager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |                      |
| <b>Presented by</b>                                           | Angie Oliver, Deputy Director of Workforce & OD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                    |                      |
| <b>Freedom of Information</b>                                 | Open                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                    |                      |
| <b>Purpose of the Report</b>                                  | The purpose of this report is to recognise that wellbeing can influence all aspects of individuals lives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                    |                      |
| <b>Key Issues</b>                                             | <p>To consider the implementation of an Employee Assistance Programme in Health Education Improvement Wales. This will:</p> <ul style="list-style-type: none"> <li>• Provide counselling services for staff in addition to the Occupational Health services (which exclude counselling) currently provided by Cardiff and Vale UHB through agreed service level agreement.</li> <li>• Support our objective of being an exemplar employer.</li> <li>• Support workforce wellbeing in line with the Workforce Strategy for Health and Social Care.</li> <li>• Support the delivery of Managing Attendance at Work Policy.</li> </ul> |                    |                      |
| <b>Specific Action Required</b><br><i>(please ✓ one only)</i> | <b>Information</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Discussion</b>  | <b>Assurance</b>     |
|                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                    | <b>Approval</b><br>✓ |
| <b>Recommendations</b>                                        | Members are asked to endorse the content of this report and agree to the Health and Wellbeing Network beginning the procurement exercise of contract an Employee Assistance Programme for Health Education and Improvement Wales.                                                                                                                                                                                                                                                                                                                                                                                                   |                    |                      |

## **Implementing an Employee Assistance Programme within Health Education and Improvement Wales**

### **1. INTRODUCTION**

The implementation of an Employee Assistance Programme (EAP) within Health Education and Improvement Wales (HEIW) would provide HEIW employees with support and practical advice on issues that might be impacting their health and wellbeing and performance. Currently there is no EAP provision for employees within HEIW. An EAP provision could provide the following services:

- Counselling service
- Stress audits, of individual or teams or the organisation as a whole
- Employee screening programme
- Consultancy services, e.g. health and wellbeing strategy
- Structured short term psychological short-term interventions delivered face to face and by telephone
- Legal information and guidance
- Information on emotional work-life balance and workplace issues
- Utilisation reporting
- Management information on employee and organisational interventions, including consultation to management on behavioural aspects of the workplace
- EAP website
- Consultation and training for managers and supervisors within your organisation, enabling them to better help and manage troubled employees, thereby seeking to assist in the improvement of job performance
- Provision of confidential and speedy problem assessment and identification services to employees with personal issues that affect their performance at work
- Referral of employees for assessment, treatment and assistance with case management and follow up services
- Measurement of effectiveness of EAP services on the organisation, employee and job performance by both user feedback and formal outcome measurement
- Staff who are experienced in the delivery of short-term interventions and who are able to work effectively with the dual relationship between the employer or corporate client and the employee.

Implementing an EAP within HEIW would have several benefits to both the organisation and employees. Research shows that the organisation would experience improved engagement, productivity, moral, as well as help prevent outside issues from impacting on work, including absences from work. An EAP would also identify key issues and health risks within HEIW that can help to inform the Health and Wellbeing strategy. With an ever-growing workforce and the need to focus on mental health and the challenge of burnout and working longer an EAP would empower employees to take control of their health and address any concerns they may have.

An EAP provides counselling and impartial support on personal or work-related problems and can help to stop them developing and leading to absence from work. Sometimes issues or concerns at work or at home can affect employees and lead to absence or presenteeism, but sympathetic, impartial support and advice may be all that's needed. An EAP would offer HEIW employees free and confidential assessments, short-term counseling, referrals, and follow-up services. EAP counselors also work in a consultative role with managers and supervisors to address employee and organisational challenges and needs. Currently many private and public organisations, academic institution and/or government agencies are active in helping

organisations prevent and cope with workplace violence, trauma, and other emergency response situations and there are a variety of support programs that can be offered to employees. Even though EAPs are mainly aimed at work-related problems, there are a variety of programs that can assist with problems outside of the workplace.

## 2. BACKGROUND

Currently Cardiff and Vale University Health Board undertake all of HEIW's pre-employment checks and Occupational Health referrals and reviews, however, counselling services are not currently provided. Cardiff and Vale University Health Board are not currently in a position to extend the SLA to include counselling. Therefore the Health and Wellbeing Network considered an EAP solution for HEIW.

An HEIW EAP would provide managers with the support to advance plan for employee's situations, such as organisational changes, legal considerations, emergency planning, and response to unique traumatic events. An HEIW EAP would benefit the organisation, employees, families and communities by improving organisational productivity and employee engagement, improving employees' and dependents' abilities to successfully respond to challenges, developing employee and manager competencies in managing workplace stress, reducing workplace absenteeism and unplanned absences, supporting employees and managers during workforce restructuring or other workforce change events, reducing workplace accidents, reducing the likelihood of workplace violence or other safety risks, managing the effect of disruptive incidents, such as workplace, injury, or other crises, facilitating safe, timely, and effective return-to-work for employees short-term and extended absences, reducing healthcare costs associated with stress, depression, and other mental health issues, reducing employee turnover and related replacement costs.

To date an HEIW EAP Task and Finish group has been set up through the HEIW Health and Wellbeing network, to scope out the best approach for HEIW.

The first Task and Finish group took place on Monday 15<sup>th</sup> July 2019, where the group noted the services that other Health Boards and Trust currently provide to their employees and the possibility of SLAs with HEIW:

- *Care First* is on the National Procurement Framework and currently provides a service to Public Health Wales and Aneurin Bevan University Health Board.
- Aneurin Bevan University Health Board would be happy to engage with HEIW on providing a counselling service to HEIW, however, their geographical areas would be restricted to South East Wales.
- Velindre NHS Trust are currently reviewing their provision and will be going out to OJEU Tender shortly.
- NWIS has the same access to EAP as Velindre.
- Hywel Dda UHB are currently reviewing their provision.
- Swansea Bay UHB do not currently have an EAP provider but they have a small in-house team providing support for MSK issues and mental / emotional health disorders. The services have been remodelled over the past 12 months so that staff get the most appropriate support as quickly as possible.

The EAP task and finish group have undertaken a benchmarking exercise of Health Boards/Trusts in NHS Wales and the intervention and prevention services they provide to their employees. The task and finish discussed the relevance of the services to HEIW and themed them into 5 groups; Health Promotion, People Team, Health and Wellbeing, Employee Assistance Programme and Education and Development.

The EAP task and finish group met on 24<sup>th</sup> October, they compared the outcomes of the benchmarking exercise and literature review against A Buyer's Guide to Employee Assistance Programmes, published by UL EAPA, 2019, and developed a proposal table (Appendix 1)

### **3. GOVERNANCE AND RISK ISSUES**

The senior leadership team are asked to consider and agree the formal reporting arrangements for the implementation of an EAP. The Director of Workforce and OD will provide update reports to the Executive Team on a six-monthly basis (baseline, 6 months and 12 months). The Director of Workforce and OD will also provide quarterly reports to the Senior Leadership Team Meetings or more frequently, depending on relevance to strategy business objectives. The HEIW Health and Wellbeing Network will make recommendations on future developments and changes relating to the HEIW EAP to HEIW Directors at least annually and as necessary.

It is anticipated that the EAP ethos will be embedded into HEIW people systems, e.g. people policies, equality and diversity, culture, performance etc.

Strong partnership working with Trade Unions will also be sought.

### **4. FINANCIAL IMPLICATIONS**

With the implementation of a HEIW EAP it is anticipated that HEIW would see an improvement in employee engagement and health and wellbeing which may result in a reduction in sickness absence costs.

In the report *"Employee engagement, sickness absence and agency spend in NHS trusts"* prepared by Jeremy Dawson University of Sheffield and Michael West of The King's Fund, it states that:

"There is clear evidence that trusts with higher engagement levels have lower levels of sickness absence among staff and have lower spend on agency and bank staff. Given the data available, it was not possible to establish clearly the causal direction of these relationships. Nevertheless, the strength of the associations between engagement, staff absence and agency spend, and the financial implications suggests that NHS leaders should investigate the importance of nurturing positive, trusting cultures within which staff have high levels of wellbeing; where they feel valued, respected and supported; where they have high levels of influence in their workplaces; and where they are consequently more highly engaged."

**The budget for EAP is currently held in the People Team, the average cost of an EAP is £15 per employee per year = £6,000 approximately recurring.**

### **5. RECOMMENDATION**

EAPs have grown over the years and are more desirable economically and socially. An employer that provides an effective, full-service EAP can have both positive business organisational outcomes and help employees by lowering risk and liability, improving employee satisfaction, manage the wellbeing needs of a multigenerational workforce and decrease sickness absence.

The senior leadership team are asked to endorse the completion of a tender specification document, which details what HEIW will require and will be weighted in order of priority, to procure an EAP provision for HEIW employees.

| Governance and Assurance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Link to corporate objectives<br>(please ✓)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | As a new organisation establishing HEIW as a valued and trusted partner, an excellent employer and a reputable and expert brand | Building a sustainable and flexible health and care workforce for the future.                                                                       | With Social Care Wales shaping the workforce to deliver care closer to home and to better align service delivery. | Improving quality and safety by supporting NHS organisations find faster and more sustainable workforce solutions for priority service delivery challenges. |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ✓                                                                                                                               |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Improving opportunities for use of technology and digitalisation in the delivery of education and care.                         | Reinvigorating leadership development and succession planning across health and social care in partnership with Social Care Wales and Academi Wales | Demonstrating value from investment in the workforce and the organisation.                                        |                                                                                                                                                             |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Quality, Safety and Patient Experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Will improve HEIW employees' health and wellbeing; along with the positive business outcomes that are associated with the benefit including an anticipated reduction in sickness absence rates, reductions in levels of stress, and increases in employee engagement and stakeholder satisfaction.                                                                                                                                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Financial Implications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Anticipated improvement in colleague's engagement and health and wellbeing which may result in a reduction in sickness absence costs.                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Legal Implications (including equality and diversity assessment)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| <p>Health wellbeing can have a positive impact within the work environment, with the following projective outcomes:</p> <ul style="list-style-type: none"> <li>• Feel relatively confident in yourself and have positive self- esteem</li> <li>• Feel and express a range of emotions</li> <li>• Build and maintain good relationships with others</li> <li>• Feel engaged with the world around you</li> <li>• Live and work productively</li> <li>• Cope with the stresses of daily life</li> </ul> <p>The EAP will be available to all staff if they choose to take the opportunity.</p> |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Staffing Implications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |

There will be resource required to complete the procurement exercise and monitor the service provided. Management reporting systems will need to be monitored with regular reports provided to the senior leadership team.

**Long Term Implications (including the impact of the Well-being of Future Generations (Wales) Act 2015)**

An EAP within HEIW will have a direct impact and link to the Well-being of Future Generations (Wales Act 2015). It will also reflect well on HEIW's future Corporate Health Standards plans; It will give HEIW the opportunity to demonstrate that they are thinking about the long-term decisions and positive changes for their current and future staff.

**Report History**

**Employee Assistance Programme (EAP) scoping Exercise**  
**Employee Assistance Programme benchmarking Exercise**  
**HEIW EAP Proposal**

**Appendices**

**HEIW EAP Proposal**

## Appendix 1

### HEIW EAP Proposal

Task and Finish group 24<sup>th</sup> October 2019

The EAP task and finish group have undertaken a literature review and benchmarking exercise and reviewed this against the UK Employee Assistance Professional Association Buyer's Guide.

The table below details the support services available through an EAP provider and ranked them based on need. The interventions have been identified as either Individual (bespoke) or System (whole organisation), Proactive (preventative measures) and Reactive (a response to an issue).

| Essential                                                            | Not essential                                                    | Comments                                                                                                                                                                                                                                                                                                   | Interventions                  |
|----------------------------------------------------------------------|------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|                                                                      | Weight Management Service                                        | Questionable impact                                                                                                                                                                                                                                                                                        | Individual / Reactive          |
| Counselling Service                                                  |                                                                  | <ul style="list-style-type: none"> <li>• 24-hour telephone support, assessment and counselling services</li> <li>• Assessment of needs</li> <li>• Self-referral</li> <li>• Management referral</li> <li>• Phone call</li> <li>• Texts</li> <li>• Email</li> <li>• Skype</li> <li>• Face to face</li> </ul> | System / Reactive              |
|                                                                      | Money advice and debt management                                 |                                                                                                                                                                                                                                                                                                            |                                |
| Stress audits, of individual or teams or the organisation as a whole |                                                                  |                                                                                                                                                                                                                                                                                                            | System / Reactive              |
| Coaching                                                             |                                                                  | Individual<br>Team based                                                                                                                                                                                                                                                                                   | Individual / Proactive         |
|                                                                      | Wellbeing initiatives, including their design and implementation | <ul style="list-style-type: none"> <li>• Healthy Eating and Physical Activity</li> <li>• Mindfulness sessions</li> <li>• Weight Management Services</li> <li>• Wellbeing Workshop</li> <li>• Book Prescriptions</li> </ul>                                                                                 | System / Proactive             |
|                                                                      | Mediation                                                        |                                                                                                                                                                                                                                                                                                            | System / Individual / Reactive |
| Employee screening programme                                         |                                                                  | <ul style="list-style-type: none"> <li>• Cholesterol</li> <li>• Blood pressure</li> <li>• Bone scan</li> <li>• Blood sugar</li> <li>• Weight</li> </ul>                                                                                                                                                    | Individual / Proactive         |

|                                                                                                                                                                                                              |                                                   |                                                                                                                                                                                                                                                                                                         |                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|                                                                                                                                                                                                              |                                                   | <ul style="list-style-type: none"> <li>• Heart scan</li> <li>• Hydration levels</li> <li>• Lung capacity</li> <li>• Breast awareness training</li> </ul>                                                                                                                                                |                       |
|                                                                                                                                                                                                              | Smoking cessation support                         |                                                                                                                                                                                                                                                                                                         | Individual / Reactive |
| Consultancy services, e.g. health and wellbeing strategy                                                                                                                                                     |                                                   |                                                                                                                                                                                                                                                                                                         | System / Proactive    |
| Structured short term psychological short-term interventions delivered face to face and by telephone                                                                                                         |                                                   |                                                                                                                                                                                                                                                                                                         | Individual / Reactive |
|                                                                                                                                                                                                              | Specialist psychologist or psychiatric assessment |                                                                                                                                                                                                                                                                                                         | Individual / Reactive |
|                                                                                                                                                                                                              | Child and elderly care services information       |                                                                                                                                                                                                                                                                                                         | System / Proactive    |
| Legal information and guidance                                                                                                                                                                               |                                                   |                                                                                                                                                                                                                                                                                                         | System / Reactive     |
| Information on emotional, work-life balance and workplace issues                                                                                                                                             |                                                   | <ul style="list-style-type: none"> <li>• Assertiveness</li> <li>• Time management</li> <li>• Having difficult conversations</li> </ul>                                                                                                                                                                  | System / Proactive    |
| Utilisation reporting                                                                                                                                                                                        |                                                   |                                                                                                                                                                                                                                                                                                         | System / Reactive     |
| Management information on employee and organisational interventions, including consultation to management on behavioural aspects of the workplace                                                            |                                                   | <ul style="list-style-type: none"> <li>• Case management and management information</li> <li>• Management consultations</li> </ul>                                                                                                                                                                      | System / Proactive    |
| Working to the confidentiality and ethical standards promoted by EAPA                                                                                                                                        |                                                   |                                                                                                                                                                                                                                                                                                         | System / Proactive    |
| EAP website                                                                                                                                                                                                  |                                                   | Services to support the EAP with interactive content, fact sheets and online services.                                                                                                                                                                                                                  | System / Proactive    |
| Consultation and training for managers and supervisors within your organisation, enabling them to better help and manage troubled employees, thereby seeking to assist in the improvement of job performance |                                                   | <ul style="list-style-type: none"> <li>• Stress training in order to identify and manage stressed employees</li> <li>• Training for managers on how to create an environment which promotes physical and mental health of their team along with referral pathways, and Guidance for Managers</li> </ul> |                       |
| Provision of confidential and speedy problem assessment                                                                                                                                                      |                                                   |                                                                                                                                                                                                                                                                                                         | System / Proactive    |

|                                                                                                                                                                                                 |  |  |                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----------------------|
| and identification services to employees with personal issues that affect their performance at work                                                                                             |  |  |                       |
| Referral of employees for assessment, treatment and assistance with case management and follow up services                                                                                      |  |  | System /<br>Reactive  |
| Measurement of effectiveness of EAP services on the organisation, employee and job performance by both user feedback and formal outcome measurement                                             |  |  | System /<br>Proactive |
| Staff who are experienced in the delivery of short-term interventions and who are able to work effectively with the dual relationship between the employer or corporate client and the employee |  |  | System /<br>Proactive |





**GIG**  
CYMRU  
**NHS**  
WALES

Addysg a Gwella Iechyd  
Cymru (AaGIC)  
Health Education and  
Improvement Wales (HEIW)

| Meeting Date                                    | Agenda Item                                                                                                                                                                                                                                                                                                                                                                                                                                        |            |           |          |
|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|----------|
| Report Title                                    | HEIW Health Needs Assessment                                                                                                                                                                                                                                                                                                                                                                                                                       |            |           |          |
| Report Author                                   | Claire Smith                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |           |          |
| Report Sponsor                                  | Julie Rogers                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |           |          |
| Presented by                                    | Julie Rogers                                                                                                                                                                                                                                                                                                                                                                                                                                       |            |           |          |
| Freedom of Information                          | Open                                                                                                                                                                                                                                                                                                                                                                                                                                               |            |           |          |
| Purpose of the Report                           | <p>The purpose of this report is to gain approval to undertake a Health Needs Assessment survey in HEIW during the month of October 2019. The Health Needs Assessment will gather information to bring about change beneficial to Health and Wellbeing of HEIW colleagues.</p> <p>The HNA is also a useful tool for measuring the effectiveness of current practices in place and the potential impact of future programmes being implemented.</p> |            |           |          |
| Key Issues                                      | The information from the HNA survey will be used to develop an HEIW Health and Wellbeing Strategy and Action Plan.                                                                                                                                                                                                                                                                                                                                 |            |           |          |
| Specific Action Required<br>(please ✓ one only) | Information                                                                                                                                                                                                                                                                                                                                                                                                                                        | Discussion | Assurance | Approval |
|                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |            |           | ✓        |
| Recommendations                                 | <p>Members are asked to:</p> <p>Endorse a Health Needs Assessment survey for HEIW colleagues.</p>                                                                                                                                                                                                                                                                                                                                                  |            |           |          |

## HEIW Health Needs Assessment

### 1. INTRODUCTION

A Health Needs Assessment (HNA) is seen as a systematic process used by organisations to assess the health and wellbeing issues facing a population (in this case HEIW colleagues) and is part of the NHS Workforce Health and Wellbeing Framework.

Public Health England developed the Workplace Health Needs Assessment (detailed in the Workforce Health and Wellbeing Framework) and is a measuring tool designed to find out about workplace health and wellbeing needs. It's been used by 11 organisations in England.

The HEIW Health and Wellbeing Network and the NHS Wales National Health and Wellbeing Network have used the Public Health England HNA document and developed it further for HEIW, following this the template will be made available to all NHS Wales organisations.

### 2. BACKGROUND

*A Healthier Wales: our Plan for Health and Social Care*, recognises that a key factor in delivering high quality health and social care is the wellbeing and engagement of staff, with one dimension of the quadruple aim: "to enrich the wellbeing, capability and engagement of the health and social care workforce."

HEIW is committed to enhancing the health and wellbeing of NHS colleagues and to be an exemplar employer, through promoting, facilitating and where appropriate monitoring the impact of health and wellbeing initiatives.

In order to be effective, a HNA requires organisational and individual commitment and investment in colleague time to complete. HEIW Annual Plan includes the following objective:

#### ***Strategic Objective 1C***

***By the end of 2019/20 we will have established a comprehensive governance framework for the new organisation including Welsh Language, well-being and diversity requirements***

#### ***What success will look like at the end of 2019/20***

We will have maintained business continuity and made a smooth transition to NHS processes and policies, using accepted all-Wales approaches as far as possible. Staff will understand and feel confident in the new ways of working and there will be a clear focus on well-being, a clear understanding of diversity expectations and a Welsh Language plan in place.

#### ***How we will measure success:***

Business continuity issues or incidents. Staff survey. Internal and external audit results.

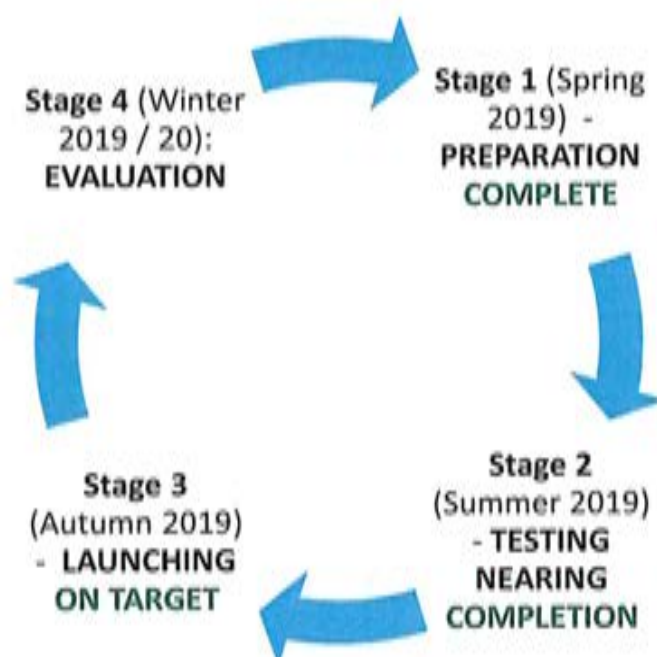
#### ***The specific action we will take to achieve this...***

- Establish staff networks to help shape focus on well-being and diversity actions, as well as local policies.

The results of the HNA will be used to develop the HEIW Health and Wellbeing Strategy and Action Plan intended to bring about health and wellbeing change that is beneficial to HEIW colleagues.

A HEIW Health and Wellbeing Network has been established with representatives from all Directorates, with the Director of Nursing as Chair, and a dedicated programme manager to lead on the work.

The HEIW HNA operates in 4 stages:



**Stage 1 (Spring 2019): Preparation** of the HNA and development of the key questions to inform effective evaluation of the current position within the organisation relating to health and wellbeing. The questions used within the HNA are based on Public Health England HNA and aim to gather relevant information regarding health and wellbeing based on current evidence and data around lifestyle factors. Engagement with NHS Wales National Health and Wellbeing Network will ensure that the HNA reflects best practice from across NHS Wales.

**Stage 2 (Summer 2019): Testing** of the questions and the HNA layout - involving colleagues in gathering their views and thoughts on what matters to them, focussing on key issues within their working structure which impact on their health and wellbeing.

Two focus groups consisting of approximately seven colleagues per group from across HEIW took place on Tuesday 16<sup>th</sup> July, 2019. It is anticipated that the feedback from

these focus groups will lead to further positive changes of the draft HEIW HNA. Comments will be noted, and changes will be made to the draft document.

It has been agreed that the HEIW Health and Wellbeing Network will also test the HNA survey at its next operational meeting on the 8<sup>th</sup> August 2019.

**Stage 3 (Autumn 2019): Launching** the HNA to colleagues in HEIW to seek and gather data upon which we can effectively evaluate our current position. The HNA will enable HEIW to identify and assess health conditions and determinant factors.

The HNA survey will be open during October 2019, with both electronic and paper copies made available. The survey will be launched at the HEW staff event on 1<sup>st</sup> October 2019.

Effective engagement in this process will ensure better uptake and will help us shape the future direction of our health and wellbeing programmes and challenges that we face as an organisation.

In testing, the average completion time of the survey will be 20 minutes, managers are required to provide protected time for colleagues to complete.

**Stage 4 (Winter 2019 / 20): Collecting the data and evaluating the results** to develop a HEIW Health and Wellbeing Strategy and an Action Plan to implement where possible a list of actions to improve health and wellbeing of HEIW employees.

Analysis will be undertaken by the Workforce Information team during November and December 2019.

We can then learn from the process, measure the impact and identify priority areas for development.

### **3. GOVERNANCE AND RISK ISSUES**

The Executive Team are asked to consider and agree the formal reporting arrangements for the Health and Wellbeing Network. The Director of Workforce and OD will provide update reports to Executive Team on a six-monthly basis. The Director of Workforce and OD will also provide quarterly reports to the Senior Leadership Team Meetings or more frequently, depending on relevance of initiatives in relation to strategy business objectives. It has been agreed that the Network will make recommendations on future developments and changes relating to health and wellbeing to HEIW Directors at least bi annually and as necessary (please note the HEIW Health and Wellbeing TOR attached).

### **4. FINANCIAL IMPLICATIONS**

Anticipated improvement in colleague engagement and health and wellbeing which may result in a reduction in sickness absence costs.

The information from the HNA will be used to develop a HEIW Health and Wellbeing Strategy and action plan, costs will be identified as part of the implementation plan.

In the report Employee engagement, sickness absence and agency spend in NHS trusts prepared by Jeremy Dawson University of Sheffield and Michael West of The King's Fund, it states that:

"There is clear evidence that trusts with higher engagement levels have lower levels of sickness absence among staff, and also have lower spend on agency and bank staff. Given the data available, it was not possible to establish clearly the causal direction of these relationships. Nevertheless, the strength of the associations between engagement, staff absence and agency spend, and the financial implications suggests that NHS leaders should investigate the importance of nurturing positive, trusting cultures within which staff have high levels of wellbeing; where they feel valued, respected and supported; where they have high levels of influence in their workplaces; and where they are consequently more highly engaged."

## 5. RECOMMENDATION

The Executive Team is asked to note the content of this report and the valuable positive impact in the development of a bespoke HEIW HNA will have to improve HEIW colleague's health and wellbeing.

To endorse and approve the Health Needs Assessment and HEIW Health and Wellbeing Network Terms of Reference.

| Governance and Assurance                                                                                                                          |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Link to corporate objectives<br>(please ✓)                                                                                                        | As a new organisation establishing HEIW as a valued and trusted partner, an excellent employer and a reputable and expert brand | Building a sustainable and flexible health and care workforce for the future.                                                                       | With Social Care Wales shaping the workforce to deliver care closer to home and to better align service delivery. | Improving quality and safety by supporting NHS organisations find faster and more sustainable workforce solutions for priority service delivery challenges. |
|                                                                                                                                                   | ✓                                                                                                                               |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
|                                                                                                                                                   | Improving opportunities for use of technology and digitalisation in the delivery of education and care.                         | Reinvigorating leadership development and succession planning across health and social care in partnership with Social Care Wales and Academi Wales | Demonstrating value from investment in the workforce and the organisation.                                        |                                                                                                                                                             |
|                                                                                                                                                   |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| Quality, Safety and Patient Experience                                                                                                            |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |
| A bespoke HEIW HNA will demonstrate commitment to enhance the health and wellbeing of HEIW colleagues as an exemplar employer, through promoting, |                                                                                                                                 |                                                                                                                                                     |                                                                                                                   |                                                                                                                                                             |

facilitating and where appropriate monitoring the impact of health and wellbeing initiatives.

#### **Financial Implications**

There is no direct budget or expenditure associated with the HNA, however, there is a potential sickness absence cost reduction through the improvement of colleague engagement and health and wellbeing.

Colleague release time to complete the HNA.

#### **Legal Implications (including equality and diversity assessment)**

All information collected within the HNA is anonymised and completely confidential. Colleagues will be encouraged to speak to their manager prior to completing the HNA with any concerns. Colleagues will also be encouraged to be as open and honest as they can and consider what they would personally like to get from completing the HNA as part of their own health and wellbeing, this will provide an accurate foundation from which the results can fully evaluated.

By completing the HNA, colleagues will give their consent for the information provided to be used for the specified purposes and acknowledging that:

- Personal information will not be released by anyone working on behalf of HEIW unless required by law or where there is a clear overriding public interest.
- Colleagues can withdraw the information they provide in the survey upon request, up to the point at which data are analysed.
- Anonymised data will be used to develop a HEIW Health and Wellbeing Strategy and action plan.

#### **Staffing Implications**

The HNA will take approximately 20 minutes to complete, managers will provide colleagues with protected time during work hours to do this, and alternatively colleagues can complete the survey online, out of working hours.

#### **Long Term Implications (including the impact of the Well-being of Future Generations (Wales) Act 2015)**

A bespoke HEIW HNA will have a direct impact and link to the Well-being of Future Generations (Wales Act 2015). The HNA will give HEIW and eventually NHS Wales organisations, the opportunity to demonstrate that they are thinking about the long-term decisions and positive changes for their current and future staff.

#### **Report History**

HEIW Health Needs Assessment

#### **Appendices**

HEIW Health and Wellbeing Network Terms of Reference.  
Health Needs Assessment Timeline.

## Health Education and Improvement Wales Health and Wellbeing Network

### 1. What are the NHS Wales national workforce challenges?

The Well-being of Future Generations (Wales) Act 2015, Social Services and Well-being (Wales) Act 2014 and A Healthier Wales: our Plan for Health and Social Care, recognises that a key factor in delivering high quality health and social care is the wellbeing and engagement of staff, with one dimension of the quadruple aim: to enrich the wellbeing, capability and engagement of the health and social care workforce. Our commitment is to make NHS Wales an exemplar employer in its support for wellbeing at work and health workforce, building on work that is already underway in the NHS.

It has been well documented that staff engagement results in better patient outcomes and the most significant impact on staff engagement is staff health and wellbeing. Overall, the engagement index scores for NHS Wales in the staff survey have improved from 3.43 in 2013, to 3.65 in 2016, to 3.82 in 2018, **with HEIW being 3.88.**

NHS Wales workforce is working longer with the two greatest reported reasons for sickness absence being mental health and musculoskeletal disorders.

In addition to the Health and Wellbeing, Occupational Health and Managing Attendance at Work workstreams, the following areas of work are also currently underway, all of which are working together to maximise the health, wellbeing and engagement of the workforce:

- Workforce Strategy for Health and Social Care
- Developing Healthy Workplace Relationships (All Wales Dignity at Work and Grievance policies review and NHS Wales Staff Survey 2018 results on bullying and harassment)
- Collective Compassionate Leadership
- Colleague Experience Survey (previously the NHS Wales Staff Survey)

### 2. What have we done to date?

Health and Wellbeing Network (in partnership with other networks e.g. Time to Change etc.):

- ✓ Established the network with representation from across HEIW, Director as Chair and agreed Terms of Reference.
- ✓ Promoted access to mental health support services via Able Futures UK.
- ✓ Held in October 2019 the second NHS Wales Staff Health and Wellbeing Conference: *Compassion Starts with Me* – attended by 200 and sold out within hours of release.
- ✓ Developed a Health Needs Assessment survey and launched a pilot in HEIW in October 2019 with 136 responses.
- ✓ Developed a Health and Wellbeing intranet page.
- ✓ Set up a Task and Finish Group to prepare for the Corporate Health Standard Bronze Award – mock assessment planned for January 2020.
- ✓ Set up a Task and Finish Group to scope out and procure an Employee Assistance Programme – report being submitted to Execs in January 2020.
- ✓ Provided a bicycle workshop by Dr Bike to ensure bicycles are fit for the winter.
- ✓ Delivered a lunch and learn session on health and wellbeing.
- ✓ Delivered 3 mindful menopause sessions.
- ✓ Facilitated a live mindfulness session delivered by AcademiWales.
- ✓ Set up a health and wellbeing corner with notice board and leaflet stand in the ground floor kitchen providing information and signposting.
- ✓ Delivered a health and wellbeing presentation to the Board.
- ✓ Drafted a Mental Wellbeing policy.
- ✓ Supported the following campaigns:
  - Dry January

- Movember
- Stress Awareness Day
- Alcohol Awareness Week
- Stoptober
- Diabetes Awareness Week
- MSD Awareness

### 3. What are we working on now?

Health and Wellbeing Network (in partnership with other networks e.g. Time to Change etc.):

- Evaluating the Health Needs Assessment survey results and developing reports and communications.
- Procuring an Employee Assistance Programme that best fits the needs of HEIW.
- Developing a Mental Wellbeing Policy and procedure.
- Developing the Time Well Spent initiative which provides staff with protected time to partake in activities aligned to the 5 Ways to Wellbeing.
- Partnering with Neyber to provide staff with financial advice, support, loans and savings plans.
- Achieving the Corporate Health Standard Bronze Award.
- Setting up a Health Promotion Calendar.
- Establishing a health and wellbeing pod where the massage chairs will be sited.
- Providing monthly reflexology sessions to staff.
- Using the Fit in 50 campaign to encourage healthy behaviours in the workplace.

### 4. What do we need to do to deliver?

- HEIW Health and Wellbeing Strategy and Action Plans informed by the results of the Health Needs Assessment and Staff Survey.
- Continued collaboratively working NHS Wales National Health and Wellbeing Network to ensure we adopt and share good practice.
- Regular meetings of the HEIW Health and Wellbeing Network.

### 5. What does success look like?

Initial outcomes:

- ✓ Our employees are well with better attendance, have a higher productivity and are better recruited, retained, and engaged to keep themselves healthy and fit for work.
- ✓ Our employees have reduced ill health and disease associated with work.
- ✓ Our employees have access to information and advice about services and opportunities that enable them to maximise their health and wellbeing.
- ✓ Engaged management and employees who embed health and wellbeing through motivational conversations and wellbeing practise.
- ✓ Interventions to improve workplace health and wellbeing are based on good quality and timely research and best practice.
- ✓ Increased ownership of individual and team/group wellbeing.
- ✓ Increased shared understanding of wellbeing.

Intermediate and long term outcomes:

- ✓ Fit for work and well workforce
- ✓ Years of Life and Years of Health
- ✓ Physical and Mental Wellbeing
- ✓ A Fair Chance for Health

## **Emma Carrington (HEIW)**

---

**From:** Emma Carrington (HEIW)  
**Sent:** 04 January 2020 18:33  
**To:** Emma Carrington (HEIW)  
**Subject:** CIPD Evidence - FW: Updates for the HSWPG - 11th September - includes EAP, HNA and CHS:

**Importance:** High

**From:** Emma Carrington (HEIW)  
**Sent:** 09 September 2019 14:42  
**To:** Claire Smith <Claire.smith10@wales.nhs.uk>  
**Subject:** Updates for the HSWPG - 11th September - includes EAP, HNA and CHS:  
**Importance:** High

### **Employee Assistance Programme (EAP)**

An Employee Assistance Programme (EAP) Task and Finish group has been set up within HEIW and the first meeting took place on the 15<sup>th</sup> July 2019, where the group discussed and noted the services that other Health Boards and Trusts currently provide to their employees. To date, the group has undertaken a scoping exercise to establish current intervention and prevention services provided to their employees. The Task and Finish group have discussed the relevance of the services to HEIW and themed them into five groups; Health Promotion, People, Health and Wellbeing, Employee Assistance Programme and Education and Development. The Senior Management team have been asked to endorse a joint EAP provision for HEIW employees. The next task and finish group will take place on Monday 21<sup>st</sup> October, 2019.

### **Health Needs Assessment (HNA)**

The HEIW Health and Wellbeing Network and the NHS Wales National Health and Wellbeing Network have used the Public Health England HNA document and developed it further for the HEIW pilot. The HNA survey will be open during October 2019, with both electronic and paper copies made available and launched at the HEW staff event on 1<sup>st</sup> October 2019. The HEIW Health and Wellbeing Network is currently on the testing stage (2 /4) of the process. Two focus groups consisting of approximately seven colleagues per group from across HEIW took place on Tuesday 16<sup>th</sup> July, 2019. The feedback from these focus groups lead to further positive changes of the draft HEIW HNA. All comments were noted, and changes were made to the draft document. The HNA survey was also tested at the HEIW H&WB operational meeting on the 8<sup>th</sup> August 2019 (we are currently reviewing version 22).

The results of the HNA will be used to develop the HEIW Health and Wellbeing Strategy and Action Plan intended to bring about health and wellbeing change that is beneficial to HEIW colleagues.

Following the pilot evaluation, the HNA process, survey and analytics spreadsheet will be reviewed and developed further to be used as a health and wellbeing tool in NHS Wales Health Boards and Trusts.

### **Corporate Health Standards (CHS)**

HEIW will be working towards achieving in 2020 the Bronze Award of the Corporate Health Standard (CHS), which is one of the Healthy Working Wales programmes and is the national mark of quality for health and wellbeing in the workplace.

HEIW'S Corporate Health Standards mock assessment will take place on Monday 13<sup>th</sup> January, 2020. The assessor that will accompany HEIW's Workplace Health Practitioner is Brian Dobbs. HEIW will be expected to submit all relevant

documentation for the assessment, 3 weeks before the assessment date (i.e. before 23<sup>rd</sup> December 2019) to [workplacehealth@wales.nhs.uk](mailto:workplacehealth@wales.nhs.uk).

The documentation should include:

- Up-to-date action plan;
- Copy of the timetable for the mock assessment;
- Background information on the organisation, or a link to the organisation's website;
- Map and directions to the venue;
- Parking arrangements.

The CHS is a continuous journey of good practice and improvement which can be used as a tool to support the development of policies that promote the health and wellbeing of employees. Research has proven that employers who adopt good working practices will have a happier, healthier and more productive workforce thus improving health and wellbeing. Improving wellbeing in the health and social care workforce underpins all elements of the developing workforce strategy for health and social care, and links back to the quadruple aim commitments in A healthier Wales: our plan for health and social care. Achievement of the CHS will be evidence of the progress we are making on this continuous improvement journey.

Kind regards,

Emma

## LEARNING STYLES QUESTIONNAIRE

(Honey & Mumford - revised 1986)

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

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

1. I have strong beliefs about what is right and wrong, good and bad. ✓
2. I often act without considering the possible consequences. x
3. I tend to solve problems using a step-by-step approach. ✓
4. I believe that formal procedures and policies restrict people. x
5. I have a reputation for saying what I think, simply and directly. x
6. I often find that actions based on feelings are as sound as those based on careful thought and analysis. ✓
7. I like the sort of work where I have time for thorough preparation and implementation. ✓
8. I regularly question people about their basic assumptions. ✓
9. What matters most is whether something works in practice. ✓
10. I actively seek out new experiences. ✓
11. When I hear about a new idea or approach I immediately start working out how to apply it in practice ✓
12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc. ✓
13. I take pride in doing a thorough job. ✓
14. I get on best with logical, analytical people and less well with spontaneous, 'irrational' people. 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. ✓
17. I'm attracted more to novel, unusual ideas than to practical ones. x
18. I don't like disorganised things and prefer to fit things into a coherent pattern. ✓
19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done. ✓
20. I like to relate my actions to a general principal. ✓
21. In discussions I like to get straight to the point. x
22. I tend to have distant, rather formal relationships with people at work. ✓
23. I thrive on the challenge of tackling something new and different. ✓
24. I enjoy fun-loving, spontaneous people. ✓
25. I pay meticulous attention to detail before coming to a conclusion. ✓
26. I find it difficult to produce ideas on impulse. x
27. I believe in coming to the point immediately. ✓
28. I am careful not to jump to conclusions too quickly. ✓
29. I prefer to have as many sources of information as possible - the more data to think over the better. ✓
30. Flippant people who don't take things seriously enough usually irritate me. X
31. I listen to other people's points of view before putting my own forward. ✓
32. I tend to be open about how I'm feeling. ✓
33. In discussions I enjoy watching the manoeuvrings of the other participants. ✓



- 72. I am usually one of the people who puts life into a party. x
- 73. I do whatever is expedient to get the job done. ✓
- 74. I quickly get bored with methodical, detailed work. x
- 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. x
- 80. People often find me insensitive to their feelings. x

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



## **LEARNING STYLES - GENERAL DESCRIPTIONS**

### ***Activists***

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

### ***Reflectors***

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

### ***Theorists***

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



### ***Pragmatists***

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

*° Honey and Mumford 1986*



## Belbin team type questionnaire

The Belbin questionnaire seeks to identify your preferred role in a team. It is based on the work of Dr Meredith Belbin, whose research into team performance concluded that the most effective teams have a good mix of different personality types.

### How to complete the questionnaire

On the following pages are a series of statements divided into seven sections. For each section, distribute a total of ten points among the statements which you think best describe your own behaviour. See the example below:

*When involved in a project with other people:*

|   |                                                                                                                  |   |
|---|------------------------------------------------------------------------------------------------------------------|---|
| A | I have an aptitude for influencing people without pressurising them                                              |   |
| B | I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation | 1 |
| C | I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective | 3 |
| D | I can be counted on to contribute something original                                                             | 2 |
| E | I try to maintain my sense of professionalism                                                                    |   |
| F | I am quick to see possibilities in new ideas and developments                                                    |   |
| G | I believe my capacity for judgement can help to bring about the right decisions                                  | 1 |
| H | I can be relied upon to bring an organised approach to the demands of the job                                    |   |
| I | I am always ready to back a good suggestion in the common interest                                               | 3 |

Your points may be distributed among several sentences as in the example above. In extreme cases they may be spread among all sentences or ten points may be given to a single sentence. At the end, there are further instructions on how to tally your score.



## Section 1

### What I believe I can contribute to a team

|   |                                                                                                                                    |   |
|---|------------------------------------------------------------------------------------------------------------------------------------|---|
| A | I think I can quickly see and take advantage of new opportunities                                                                  | 1 |
| B | I can work well with a very wide range of people                                                                                   | 2 |
| C | My specialist knowledge and experience is usually my major asset                                                                   |   |
| D | My ability rests on being able to draw people out whenever I detect they have something of value to contribute to group objectives | 1 |
| E | I can be relied upon to finish any task I undertake                                                                                | 3 |
| F | I am prepared to be blunt and outspoken in the cause of making things happen                                                       |   |
| G | I can usually tell whether a plan or idea will fit a particular situation                                                          | 2 |
| H | I can offer a reasoned and unbiased case for alternative sources of action                                                         |   |
| I | Producing ideas is one of my natural assets                                                                                        | 1 |



### Section 3

When involved in a project with other people:

|   |                                                                                                                  |   |
|---|------------------------------------------------------------------------------------------------------------------|---|
| A | I have an aptitude for influencing people without pressurising them                                              |   |
| B | I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation | 1 |
| C | I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective | 2 |
| D | I can be counted on to contribute something original                                                             | 1 |
| E | I try to maintain my sense of professionalism                                                                    | 2 |
| F | I am quick to see possibilities in new ideas and developments                                                    | 1 |
| G | I believe my capacity for judgement can help to bring about the right decisions                                  |   |
| H | I can be relied upon to bring an organised approach to the demands of the job                                    | 2 |
| I | I am always ready to back a good suggestion in the common interest                                               | 1 |



## Section 4

My characteristic approach to the group is that:

|   |                                                                                                             |   |
|---|-------------------------------------------------------------------------------------------------------------|---|
| A | I contribute when I know what I'm talking about                                                             | 2 |
| B | I am not reluctant to challenge the view of others or hold a minority view myself                           | 1 |
| C | I can usually find a line of argument to refute unsound propositions                                        |   |
| D | I think I have a talent for making things work once a plan has to be put into operation                     | 2 |
| E | I prefer to avoid the obvious and to open up lines that have not been explored                              | 1 |
| F | I bring a touch of perfectionism to any job I undertake                                                     | 2 |
| G | I am likely to be the one to make contacts outside the group or the firm                                    | 1 |
| H | While I am interested in all views I have no hesitation in making up my mind once a decision has to be made | 1 |
| I | I maintain a quiet interest in getting to know colleagues better                                            |   |



## Section 5

I gain satisfaction in a job because:

|   |                                                                            |   |
|---|----------------------------------------------------------------------------|---|
| A | I enjoy analysing situations and weighing up all the possible choices      | 2 |
| B | I feel that I am using my special qualifications and training to advantage | 1 |
| C | I like to feel I am fostering good working relationships                   | 1 |
| D | I can have a strong influence on decisions                                 |   |
| E | I have a chance of meeting new people with different ideas                 | 1 |
| F | I can get people to agree on priorities and objectives                     | 1 |
| G | I feel in my element where I give a task my full attention                 | 2 |
| H | I can find an opportunity to stretch my imagination                        |   |
| I | I am interested in finding practical solutions to problems                 | 2 |



## Section 6

If I am suddenly given a difficult task with limited time and unfamiliar people:

|   |                                                                                                                         |   |
|---|-------------------------------------------------------------------------------------------------------------------------|---|
| A | I would feel like devising a solution of my own and then trying to sell it to the group                                 |   |
| B | I would be ready to work with the person who showed the most positive approach                                          | 1 |
| C | I would find some way of reducing the size of the task by establishing what different individuals might best contribute | 1 |
| D | My natural sense of urgency would help to ensure that we did not fall behind schedule                                   | 4 |
| E | I like to read up as much as I conveniently can on the subject                                                          | 2 |
| F | In spite of conflicting pressure I would press ahead with whatever needed to be done                                    | 1 |
| G | I would take the lead if I felt the group was making no progress                                                        |   |
| H | I would open up discussions with a view to stimulating new thoughts and getting something moving                        |   |
| I | I believe I would keep cool and maintain my capacity to think straight                                                  | 1 |



## Section 7

With reference to the problems to which I am subject to in working in groups:

|   |                                                                                   |   |
|---|-----------------------------------------------------------------------------------|---|
| A | I am apt to show my impatience with those who are obstructing progress            |   |
| B | Some people criticise me for being too analytical                                 |   |
| C | My desire to check that we get the important details right are not always welcome |   |
| D | I am inclined to feel I am wasting my time and would do better on my own          |   |
| E | I find it difficult to get started unless the goals are clear                     | 3 |
| F | I am sometimes poor at putting across complex points that occur to me             | 3 |
| G | I am conscious of demanding from others the things I cannot do myself             |   |
| H | I hesitate to express my personal views in front of difficult or powerful people  | 4 |
| I | I tend to show boredom unless I am actively engaged with stimulating people       |   |

Now read on, for details of how to tally your score.



## Scoring

The table below is used to compile your Belbin scores.

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

Then add up your totals for each team role.

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

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

| Roles                    | Section 1 | Section 2 | Section 3 | Section 4 | Section 5 | Section 6 | Section 7 | Totals |
|--------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------|
| Completer<br>Finisher    | E 3       | I 3       | B 1       | F 2       | G 2       | D 4       | C         | 15     |
| Implementer              | G 2       | A 1       | H 2       | D 2       | I 2       | F 1       | E 3       | 13     |
| Monitor<br>Evaluator     | H         | D         | G         | C         | A 2       | I 1       | B         | 3      |
| Specialist               | C         | H 3       | E 2       | A 2       | B 1       | E 2       | D         | 9      |
| Co-ordinator             | D 1       | B         | A         | H 1       | F 1       | C 1       | G         | 4      |
| Team worker              | B 2       | F 3       | I 1       | I         | C 1       | B 1       | H 4       | 12     |
| Resource<br>Investigator | A 1       | C         | F 1       | G 1       | E 1       | H         | I         | 4      |
| Shaper                   | F         | E         | C 2       | B 1       | D         | G         | A         | 3      |
| Plant                    | I 1       | G         | D 1       | E 1       | H         | A         | F 3       | 6      |



## 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!*

---

1. I express my opinions in an honest and appropriate manner. 3
2. I can get angry and let this show. 1
3. I find it difficult to say 'no'. 4
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.  
1
5. I feel comfortable in asking for help from someone if they know more than me. 2
6. I feel guilty if I leave on time for a valid reason and other people are still working. 4
7. I can be sarcastic. 1
8. I think my way of doing things is better than other people's. 1
9. If someone takes advantage of me, I find a way of evening the score. 1
10. I feel I have a right to say no to other people's requests and to negotiate a compromise. 3
11. If I am in a large meeting, I find I do not speak up. 2
12. I like to be in control of a situation. 3
13. I stare people down. 1
14. I make good eye contact with other people. 4
15. If I am unsure about a task that I have been given, I find it uncomfortable to ask for help. 2
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. 1
18. I am a good listener and equally other people listen to what I have to say. 3
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. 1
20. I am not afraid to be direct with someone, even if they think I am being rude. 2



## 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 - 4     | Q4 - 1             | Q2 - 1     |
| Q5 - 2     | Q6 - 4     | Q7 - 1             | Q8 - 1     |
| Q10 - 3    | Q11 - 2    | Q9 - 1             | Q12 - 3    |
| Q14 - 4    | Q15 - 2    | Q16 - 1            | Q13 - 1    |
| Q18 - 3    | Q17 - 1    | Q19 - 1            | Q20 - 2    |
| Total = 15 | Total = 13 | Total = 5          | Total = 8  |
| Assertive  | Passive    | Passive Aggressive | Aggressive |



## Emma Carrington (HEIW)

---

**From:** Claire Smith (HEIW)  
**Sent:** 20 December 2019 10:40  
**To:** Gareth Peters (HEIW)  
**Cc:** Laura Watts (HEIW); Emma Carrington (HEIW)  
**Subject:** RE: timewellspent initiative

Hi Gareth

Emma and I will be developing the content, but could you build the pages based on the public health wales pages in readiness as I'd like to live with this within the next 6 weeks?

Will Laura have access to build the content or is this something that your team does?

Thanks

Claire

**From:** Gareth Peters (HEIW) <Gareth.Peters@wales.nhs.uk>  
**Sent:** 18 December 2019 16:34  
**To:** Claire Smith (HEIW) <Claire.Smith10@wales.nhs.uk>; Emily Millar (HEIW) <Emily.Millar@wales.nhs.uk>  
**Cc:** Emma Carrington (HEIW) <Emma.Carrington@wales.nhs.uk>  
**Subject:** Re: timewellspent initiative

Hi Claire

Sharepoint is good if you just want to share information/files etc but if you want something high quality and designed in a way similar to the links you provided I would suggest having a small website created. This gives you much more creative control over the look of it and still gives the opportunity to store files etc on it for download.

Let me know if you'd like a chat about this anytime.

Thanks  
Ga



**GIG**  
CYMRU  
**NHS**  
WALES  
Addysg a Gwellu Iechyd  
Cymru (AaGIC)  
Health Education and  
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**Gareth Peters**  
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We: [aaigc.gig.cymru](http://aaigc.gig.cymru)



Please note my core working hours are 9.30am to 5.30pm Monday to Friday / Fel arfer di r'n gweithio Dydd Llun ian Dydd Gwener rhwng 9.30 - 5.30  
HEIW welcomes in correspondence in Welsh or English / Mae'r AaOIC yn croeso i gyswlltu gohebiaeth yn Gymraeg neu'n Saesneg

---

**From:** "Claire Smith (HEIW)" <Claire.Smith10@wales.nhs.uk>

**Date:** Tuesday, 17 December 2019 at 14:29

**To:** "Gareth Peters (HEIW)" <Gareth.Peters@wales.nhs.uk>, "Emily Millar (HEIW)" <Emily.Millar@wales.nhs.uk>

**Cc:** "Emma Carrington (HEIW)" <Emma.Carrington@wales.nhs.uk>

**Subject:** timewellspent initiative

Hi both

As part of the development of an initiative in HEIW to provide staff with the opportunity to spend an hour a week in an activity linked to the 5 Ways to wellbeing, I'd like to set up a central location for information etc., I've provided below links to the Public Health Wales central resource for an idea of what it could look like.

What do you think would be the best platform, SharePoint, Thingi??

Thanks

Claire

<http://www.timetomove.wales/>

<http://www.timetomove.wales/about>

## Emma Carrington (HEIW)

---

**From:** Claire Smith (HEIW)  
**Sent:** 20 December 2019 11:37  
**To:** Emma Carrington (HEIW)  
**Cc:** Clem Price (HEIW); Laura Watts (HEIW)  
**Subject:** health and wellbeing strategy action plan

**Follow Up Flag:** Follow up  
**Flag Status:** Flagged

Hi Emma

I'd like you to project plan the development, launch and implementation of the health and wellbeing strategy for HEIW, can you ask Clem for a meeting so that she can explain the process she followed for the workforce strategy, obviously ours is only HEIW so won't require external consultation but we will need internal consultation, stakeholder events, etc. etc.

I'd like this to start end of January so that we can also build into the work the feedback from the mock assessment.

Let me know if you need to talk through this, I know that Ed and Laura will have developed templates etc. that Clem could share with you.

Diolch yn fawr

*Claire*

**Claire Smith**

Rheolwr Rhaglen y Gweithlu Workforce Programme Manager

Addysg a Gwellia Iechyd Cymru (AaGIC) - Health Education and Improvement Wales (HEIW)

Ffôn:/Phone: 07814770726 e-bost:/email: [Claire.Smith10@Wales.NHS.UK](mailto:Claire.Smith10@Wales.NHS.UK)

[aagic.gig.cymru](http://aagic.gig.cymru) [heiw.nhs.wales](http://heiw.nhs.wales)



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Name: Emma Carrington

Student Number: 1910725

CIPD Membership Number: 55478700

Qualification: CIPD Diploma in Applied Human Resources (CIPDL5)

Module: Developing Professional Practice in Human Resources

Activity 4: A report which explains the concept of group and/or team dynamics and explains how political behaviour in organisations can impact on the achievement of organisational objectives.

Word Count: 1000

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: Emma Carrington

Date: 9<sup>th</sup> January 2020

## **Executive Summary**

This report details the concept of group and team dynamics and how political behaviours within and organisation can impact on the achievement of organisational objectives.

## **Introduction**

Teams or groups within an organisation consist of two or more individuals, who may already exist or may be brought together for a purpose, such as a set of targets, aims and objectives. They exist in many forms such as formal, informal, professional occupational, project and teams, brainstorming groups. It's essential that the purpose of a group's formation is understood and accepted by all members involved, whilst considering the interest of members and all members follow through with their tasks and organisational requirements (Pettinger, 2010).

## **Group and team dynamics and how political behaviours within and organisation can impact on the achievement of organisational objectives.**

Group dynamics are described as how team members distinct roles and behaviours impact other group members and the whole group. It can be affected by environmental factors such as, leadership styles, power and status issues including the nature of the individuals within the group, structure of the group, along with communication structures or processes (Johns & Perkins 2016, p84).

Individuals with different agendas and needs within a group affect its balance. Johns & Perkins (2016) suggest that groups are significantly affected by individuals within leadership positions. Huczynski & Buchanan (2010) suggests that power and status along with the negative use of political activity can hinder a groups effectiveness. HR professionals need to have the ability to work collaboratively and possess conflict resolution skills. Forsyth (2009) agrees and suggests that conflict may arise within a group when individuals have competing requirements. In this instance a HR professional should look at views, needs and wants of both groups and apply negotiation skills, as organisational productivity and individual motivation are reduced by poor team working e.g. Suggesting a variety of options, which both parties can compromise to resolve the problem situation.

Team dynamics are defined as two or more people working together to independently meet a specific goal (deakinco,2017). A team may vary in structure and size depending on the reason for its formation and be formed for a specific reason within an organisation. Perkins & Johns (2016) propose that HR professionals don't only work with others in formal teams, they also work with a variety of stakeholders, but essentially, they must have the ability and skills to manage groups/team to solve a problem. Huczynski and Buchanan (2010) suggest that teams can take many forms within an organisation: advice, action, project, and production teams. Teams are influenced by dynamics, power struggles, structure, leadership and individual personalities within a team however, to be effective HR professionals must develop collaborative working and conflict resolution skills. Yemm (2008, p84) claims that influencers that are affective possess the following characteristics; friendliness, vision with the ability to build alliances, expertise, knowledge and bargaining skills.

There are two well know theories of teams. Tuckmans (1965) theory of team development and Belbins (1981 & 2007) theory of team roles.

Tuckmans (1965) theory of team dynamics focuses on 5 stages, Forming, Storming, Norming, Performing and Adjourning (Pettinger, 2010). The stages are implemented from the time the

group meet until a project end. The theory emphasises the way a team challenges a job from its initiation, through to the completion of a project. It details the process that teams go through to form a bond, it illustrates that teams don't always perform well together when a group is first formed. It could be suggested that the 5 stages are necessary for a team to plan work, tackle problems, grow and find solutions and deliver organisational results.

Forming is the initiation stage of individuals coming together to form a group. Group members personalities are presented, some may be positive and present strengths and capabilities whilst others feel anxious (Cartwright, Collins, Green & Candy, 1993).

Storming occurs within a group when members make their feelings known and sometimes push boundaries. Cartwright et al (1993, p108) suggest that "it's a natural part of group evolution". Conflicts tend to be displayed at this stage due to personality differences or different preferences with a style of working e.g. conflicts between the group and personal agendas of team members may reduce productivity at this stage. Some teams do not progress beyond this stage (Pettinger, 2010).

At the Norming the group differences should be resolved, and the group should build on each other's strengths. At this stage groups should be working together towards a set of objectives with an understanding of group boundaries e.g. a code of group conduct may be established to reinforce the group values set by the norms (Pettinger, 2010).

At the performing stage an effective high performing team should be tackling the group objective and assessing performance measures that produce results. A group will reach this stage when objectives have been achieved.

Adjourning refers to the closure stage of a team. At this stage individual and collective achievements should be recognised.

Belbin (1981) believes that every individual possesses a pattern of behaviour that represents one person's behaviour to another in enabling /empowering the progress of a team. Belbin (1981) defines a team role as "A tendency to behave, contribute and interrelate with others in a particular way" (Cambridge University, 2019). Belbin (1981) and his team discovered that there are nine clusters of behaviour called 'Team Roles'. There are three action-oriented roles - Shaper, Implementer and Completer Finisher; Three people-oriented roles - Co-ordinator, Team worker and Resource Investigator and three cerebral roles - Plant, Monitor Evaluator and Specialist. In contrast McGregor (1960), suggests that the plant (creative) and the shaper (critical thinkers) should be counterbalanced by the Monitor-evaluator (critical thinker) to balance roles within managerial teams (Cartwright *et al*, p116). Belbin's (1981) theory details teams would be unbalanced if members had the same strengths, weaknesses and behaviours. He suggests that if a group member fully understands their role, they can develop their strengths and manage their weaknesses to improve objectives (ifm.eng.cam, 2019).

Belbin's tool is widely used to support team building and designed to describe an individual's preference within a team environment. It could be suggested that strength in one team role could be seen as a weakness in another team. Belbin's tool helps groups understand how different personalities undertake tasks using different methods, to understand why a group member has undertaken a task in a certain way.

It could be suggested that Belbin's team role define and predict potential success of management teams and identify strengths and weaknesses along with recognition that the strongest teams have a diversity of characters and personality types. It could be argued that Belbin's theory unfairly refers to someone belonging to a particular group or having particular skills.

Political behaviour within an organisation refers to irrational behaviour of individuals within a workplace to obtain advantages over their peers. Coercion, persuasion, creation of obligation

and impression management are examples of political behaviour (Simons et al. 2001). Cropanzano, Howes, Grandey, & Toth, (1997) suggest that organisational politics sets the stage for a negative work environment, thus employees may find it difficult to trust colleagues and feel demotivated. Politics causes stress and decrease organisational productivity. Members may fail to achieve organisational business objectives within a stipulated timeframe, which could have an effect on the credibility of an organisation. However not all political behaviour is negative, it can help organisations reach its full potential. Kreitner & Kinicki (2013) suggest organisational politics involve acts of influence to enhance or protect the self-interest of individuals or groups. Schuler et al (2000) points out that organisational politics are activities that managers engage in to increase their power and use it to influence decision making, to pursue goals that favour their individual, functional and divisional interest rather than organisational interest e.g. political behaviour allow a manager to seek out those people who can help within change management process.

## **Conclusion**

To be an effective team / group it's essential that all members work in cohesion and there's clear identity and clarity regarding the purpose of the group, which is understood by all. Human and shared values is also essential for the effective functioning of the group, with a high level of mutual trust and respect between individuals. Allcorn (1985) identified three types of specific roles that group members may take on; group tasks that focus on productivity, group maintenance and self-orientated roles.

The relationship between the group lead and the wider group is essential to its running. Clear lines of engagement should be apparent at the initiation of the group, and assurance of respect and trust between all group members established and assured. For a group to be effective it is essential that individual and operational success is recognised and continued at its outset.

Communication within an organisation is essential to get the best out of employees "evaluating the pros and cons of an idea always helps in the long term". Cohesion is therefore an essential element to the effectiveness of a group and if this is not maintained members input, performance and contribution will reduce. Conflict can occur within a group for several reasons; competition between group members, bad communication and misunderstandings, integrity, territory, prestige, agenda and poaching of team members.

Mcshane & Van-Glinow (2000) suggest that organisational politics is as an attempt to influence others using discretionary behaviour to promote personal objectives and can have both positive and negative effects on an employee and the organisation (hmars.com). It's important that political behaviour is managed with an organisation and managers allow colleagues to demonstrate responsibility and autonomy. If an initiative is planned with a damaging effect on the group, it's essential that it's abandoned as it will have an effect on the cohesion of the group.

All groups come to an end and it's important that every group member is recognised and appreciated for their contribution.

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**Qualification: CIPD Diploma in Applied Human Resources (CIPDL5)**

**Module: Developing Professional Practice in Human Resources**

**Activity5: Self-Assessment**

**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: Emma Carrington**

**Date: 9<sup>th</sup> January 2020**

## Introduction

This section details a self-assessment against a section of the CIPD HR Professional Map at Band 2 and details identified professional needs.

I have undertaken a self-assessment at a HR Technician level of the following 3 professional areas (1 of which is a core area), linking 4 behaviours, all of which I currently apply to my area of work:

**Insight, strategy and solutions (core):** I need to develop an understanding of Health Education Improvement Wales and its context and use these insights to tailor strategy and solutions to meet the organisations needs now and in the future.

**Employee Relations:** I support managers to ensure that the individual and collective relationships between HEIW and its employees are managed appropriately, within a clear framework underpinned by organisational culture, practices, policies and ultimately by relevant law.

**Employee Engagement:** I need to demonstrate that I am working to strengthen the connection that all employees have with their work, colleagues and to their organisations so that employees are more fulfilled by their work and make greater contribution towards organisational objectives: give attention to good leaderships and management.

**Courage to challenge behaviour:** Within my role I need to demonstrate courage and confidence to speak up competently, challenging others even when confronted with resistance or unfamiliar circumstances.

**Curious behaviour:** I need to apply and seek out developing and innovative ways to add value to my organisation.

**Role Model behaviour:** Ensure that I consistently lead by example and act impartially with integrity and independence, balancing organisation and legal parameters.

**Driven to Deliver behaviour:** Within my role deliver the best results for the organisation by demonstrating resourcefulness, determination and purpose.

Each section outlines my professional map assessment summary, my strengths, competence, gaps, activities within the Professional Map, evidence detailing how I am currently meeting the criteria and future areas for development between now and May 2021.

## Insight Strategy and Solution

### Assessment Summary

"Insights, Strategy and Solutions is about developing your understanding of your organisation and its context and using these insights to develop strategies and solutions which meet the needs of your business in the short and long term. At your level you typically need to use data to develop insights into the organisation and the way it works. You'll understand the external issues affecting the organisation and its financial performance, and be able to describe the HR plan for the area you work in. You'll use your knowledge of project management and relevant employment legislation to support the development, delivery and evaluation of HR programmes".

### How prepared am I?

My results indicate that my knowledge and skills in this core area are meeting expectations. This usually applies to someone who uses their strong experience and expertise in HR to meet the needs of the organisation, and who is contributing to sustained organisation performance at this level.

Within this section, I have outlined the areas where I'm particularly strong, areas where I'm competent and areas where I have skill and knowledge gaps. To increase my knowledge and improve my skills in Insights, Strategy and Solutions, I need to consider the courses, reading materials and practical development actions that the assessment recommended.

My results suggested that I am ready to assess myself against the next level up however, on reflection I feel that I need to gain more experience within the HR Profession. In order to be able to work at the next level up within the HR profession, I typically need to network widely and use my knowledge of HR and business trends, best practice and thought leadership to understand the organisation and its people capability. I'll use information about the organisation's financial performance and strategic goals to develop detailed and costed business cases for new HR projects which identify return on investment. I intend to work with the Workforce Strategy Operational Department to create and implement HR solutions and programmes and will be able to demonstrate the impact on the organisation using HR and business metrics.

The assessment revealed my strengths, competence, gaps and areas for development when applying insight, strategy and solution within my role.

### My strengths:

- Providing reports on relevant project and / or organisation information

**Where I am competent:**

- Developing an understanding of the organisation using information and own experience
- Using insights from data and good HR practice to spot potential trends and risks for the organisation
- Collecting, analysing on data and metrics
- Supporting the administration and delivery of HR programmes and projects
- Supporting the evaluation of HR programmes and projects
- The organisation's performance (including basic financial performance)
- Specific external factors that impact the organisation (e.g., legal, financial, market factors)
- Significant issues currently affecting the organisation
- Principles and basic practice of project management
- The HR plan for your own part of the business (and how this relates to the wider business strategy)

**My Gaps:**

- Relevant law for own role (or where to access legal information if required)

**Evidence and areas for development**

| Activity                                | Evidence (how I demonstrate this)                                                                                                                                                                                                                                                                                                                     | Area for Development                                                                                                                                           |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop insights and spot opportunities | I set up and run a focus group within H&M to discuss the draft Health Need Assessment (HNA). The feedback revealed that several colleagues were unhappy about the sensitive questions that were being asked within the HNA questionnaire. Views and opinions were sort from colleagues and several questions were changed to accommodate their views. | Attend future CIPD courses, conferences.<br>Network with external stakeholders and colleagues to gather insight on factors that influence other organisations. |

| Activity                                 | Evidence (how I demonstrated this)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Area for Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop insights and spot opportunities  | <p>HEIW colleagues were reassured by this and were furthermore assured that all information was confidential, and all questionnaires would be anonymous. This skill helped the team and I come to solutions and agreements to resolve the situation, which could have caused conflict had it not been managed.</p> <p>As an official member of the HEIW Health and Wellbeing Network I research and review health and wellbeing initiatives, the success of which has resulted in an Employee Assistance Programme (EAP) that will work in partnership with external providers to provide financial support services and counselling support services for HEIW staff.</p> <p>I have recently project managed the Corporate Health Standard (CHS) bronze award mock assessment, which has required negotiating with colleagues across the organisation to obtain multiple sources of evidence to support the corporate health standard action plan.</p> | <p>Find out how other organisations have used metrics to gather insights and identify any ways HEIW could benefit from a different approach.</p> <p>Before starting work on a project, I will find out from others what they think the risks and opportunities might be (particularly if similar projects have been delivered before). I will consider how I can learn from their insights, and how I can improve the way I support programmes and projects moving forward.</p> <p>I will ensure that I build up my internal network and talk to others about external influences that affect their departments' work.</p> <p>Review recent CIPD survey results (such as Employee Outlook or Learning and Development Survey) and identify any trends or risks which may impact on HEIW.</p> |
| Turn insight into strategy and solutions | <p>As a member of the HEIW Health and Wellbeing group one of our goals is to produce a Health and Wellbeing Strategy for HEIW.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Each time I undertake a project I will continue to consider who the stakeholders are in the projects I work on, and think about what I can do in my role to best support them.</p> <p>I will seek feedback on the quality of my support to HIR projects and programmes with my line manager, and how they support the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Activity                                 | Evidence (how I demonstrate this)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Area for Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Turn insight into strategy and solutions |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>HR strategy. I will also review my objectives and consider with my manager how they contribute to the organisation's performance.</p> <p>I will continue to read some overview documents on my organisation's strategy and discuss with my manager the links with my own / the team's responsibilities.</p>                                                                                                                                                                                                                                                                                                       |
| Deliver and embed solutions              | <p>The results of the HNA data will be analysed and used to develop the HEIW Health and Wellbeing Strategy and Action Plan, which is intended to bring about health and wellbeing change that is beneficial to HEIW colleagues in 2020.</p> <p>Embedding Health and Wellbeing within the culture of HEIW requires a planned approach. I developed a draft action plan for the HEIW Corporate Health Standards mock assessment which was discussed and refined by the HEIW Corporate Health Standards task and finish group. Whilst undertaking the collection of evidence, I considered both governance and risk issues, along with financial implications. Recommendations were made to the executive team within a report.</p> | <p>I intend to continue linking with the HEIW people team to gain knowledge, expertise and further experience.</p> <p>I intend to review the project management practice within HEIW and establish if there is anything that can be improved. Link with my line manager to discuss my thoughts.</p> <p>I need to link with HR colleagues and networks to increase my Employment Law knowledge. I intend to find out where to source relevant and up-to-date Employment Law. I will also undertake further reading on websites, organisation's and publications, along with attending the Employment Law lecture.</p> |

## Employee Relations

### Assessment Summary

"When you work in Employee Relations, you're making sure that the relationships between the organisation and its employees are appropriately managed, that they are done so by adherence to a clearly defined framework that is built upon the organisation culture, practices, policies and, ultimately, law"

"At your level you typically need to support your Employee Relations colleagues in creating an environment where relations between employees and management are positive, where conflict can be managed effectively, and individual differences are resolved in a constructive way. You'll make sure legal frameworks are adhered to at all times and will be responsible for collecting and recording ER data accurately".

### How prepared am I?

My results indicate that my knowledge and skills in this area are developing, which is typical of someone with a solid base in HR, with limited exposure to Employee Relations at this level.

Within this section, I have demonstrated areas where I'm particularly strong, areas where I'm competent and areas where I have skill and knowledge gaps. To increase my knowledge and improve my skills in Employee Relations, I need to consider courses, reading materials and practical development actions which have been recommended within the assessment, such as: undertaking a course on the fundamentals of Employment law along with literature regarding employee relations e.g. Diversity in the workplace and discipline and grievance at work to name a few. My score suggests that I have some room to develop at my current level, and the recommendations provided by the assessment will be of particular benefit to me in building the skills and experience I'll need to excel at my level. In order to be able to work at the next level up within Employee Relations, I need to be able to give legal and practical advice to managers about employee relations issues and concerns to create an environment where conflict can be managed effectively. I will need to make sure that employee relations activities are carried out in line with internal policies and practices, as well as within the law.

### My strengths:

- Methods for communicating employee policies and procedures

### Where I am competent

- Maintaining accurate and up-to-date documentation, information and records, in line with legislation

- Giving advice, training and support to individuals and managers to encourage a positive work environment
- Key employee relations issues

#### My Gaps

- Current employment law (with in-depth specialist knowledge where appropriate)
- Monitoring HR activity to ensure it complies with employee relations plans and legislation
- Providing accurate and appropriate advice and information about employee relations policies and practices
- Working with managers and employees to ensure they are adhering to the organisation's values and behaviours in everyday practice

#### Evidence and areas for development

| Activity                                                  | Evidence (how I demonstrate this)                                                                                                                                                                                                                                      | Area for Development                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Develop employee relations strategy, policy and practice. | I provide regular reports to the executive and senior leadership team. A recent report ensured the go ahead of a project within HEIW to undertake an HNA of HEIW staff, the results of which will be used to develop the HEIW Health and Wellbeing strategy for staff. | I intend to spend time talking with employees to assess my level of awareness, understanding and interpretation of current policies. During these discussions I intend to identify potential enhancements and/ or improvements and discuss suggestions to with the HEIW People team.                                                                                                      |
| Develop employee relations strategy, policy and practice. | I'm currently working on the development and eventually embedding of the HEIW Health and Wellbeing Strategy.                                                                                                                                                           | <p>I need to participate in company inductions to gain knowledge and understanding of the current employee relations policies and practices available within HEIW and NHS Wales.</p> <p>I will take time to research and understand relevant employment law within HEIW / NHS Wales, gaining in-depth knowledge in key employee relations issues areas that will benefit the business</p> |

| Activity                                                | Evidence (how I demonstrated this)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Area for Development                                                                                                                                                              |
|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Embed employee relations strategy, policy and practice. | The aim is to embed the HEIW Health and Wellbeing strategy within the organisation during 2020.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | I will use my professional network to provide opportunities to discuss specific employee relations issues and the full range of strategies and solutions available within HEIW.   |
| Conflict Management                                     | I set up and run a focus group within HEIW to discuss the draft Health Need Assessment (HNA). The feedback revealed that several colleagues were unhappy about the sensitive questions that were being asked within the HNA questionnaire. Views and opinions were sort from colleagues and several questions were changed to accommodate their views. HEIW colleagues were reassured by this and were furthermore assured that all information was confidential, and all questionnaires would be anonymous. Conflict management skills were applied and helped the team and I come to solutions and agreements to resolve the situation, which could have caused conflict had it not been managed. | I will take time to research and understand relevant employment law within HEIW to gain in-depth knowledge in key employee relations issues areas that will benefit the business. |

## Employee Engagement

### Assessment Summary

"When you work in Employee Engagement, I'm working to strengthen the connection that all employees feel with their work, their colleagues and with the organisation, increasing the level of contribution they make by improving the fulfilment they get from their work. At my level the assessment indicates that I typically need to gather and analyse engagement data from employee surveys and other data sources. From this, I will be able to create reports and presentations on engagement levels, and will support the rollout of engagement initiatives. My role will allow me to also be involved in developing communications around brand, values and behaviours".

### How prepared am I?

The assessment indicates that my knowledge and skills in this area are meeting expectations. This would be typical of someone who has strong experience in HR and Employee Engagement at this level.

Within this area I have demonstrated areas where I'm particularly strong, areas where I'm competent and areas where I have skill and knowledge gaps. To increase my knowledge and improve my skills in Employee Engagement, I need to consider the courses, reading materials and practical development actions, such as attending an employee engagement course, read literature on employee engagement. My assessment score suggests that I may be ready to assess myself against the next level up, or in a different area of HR however, in order to be able to work at the next level up within Employee Engagement, I typically need to help the organisation research and identify the key drivers for employee engagement and support the implementation of engagement plans at a local level. I intend to work with managers and their staff to improve engagement by enabling employees to increase their contribution to the organisation to build my development within employee engagement.

### My strengths

- Administering the roll out of regular employee engagement initiatives

### Where I am competent

- Assisting in designing and conducting surveys and other employee research
- Collating data regarding employee engagement from a variety of sources (such as employee surveys, benchmarking data, focus groups etc)
- Analysing employee engagement data using a variety of techniques
- Designing and developing reports and presentations to feedback employee engagement data
- Encouraging employees to get involved in resolving engagement issues
- The main factors which influence people's behaviour at work

- Different research methods

#### Evidence and areas for development

| Activity                                  | Evidence (how I demonstrate this)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Area for Development                                                                                                             |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Research and Measure employee engagement. | <p>As an official member of the HEIW Health and Wellbeing Network my role requires me to research and reviewing health and wellbeing initiatives – the success of which has resulted in the partnership with external providers of financial support services counselling support services for staff.</p> <p>I was involved in the HEIW Health Needs Assessment where employee engagement was key. I undertook research in readiness and held an employee focus groups to ensure employee engagement. All the results were analysed and as an outcome my research project for this course will be focused on work life balance.</p> <p>As a member of the Employee Assistance Programme (EAP) task and finish group I was involved in a benchmarking exercise of Health Boards/Trusts in NHS Wales and the intervention and prevention services they provide to their employees. The task and finish discussed the relevance of the services</p> | Look back on previous benchmarking exercises and outcomes and consider how the organisation can improve its engagement research. |

| Activity                                         | Evidence (how I demonstrated this)                                                                                                                                                                                                                                                                                                                        | Area for Development                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Research and Measure employee engagement.        | to HEIW and themed them into 5 groups: Health Promotion, People Team, Health and Wellbeing, Employee Assistance Programme and Education and Development.                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                           |
| Develop employee engagement proposals and plans. | The EAP Task and Finish Group all met on 24 <sup>th</sup> October 2019, to compare the outcomes of the benchmarking exercise and literature review against 'A Buyer's Guide to Employee Assistance Programmes, published by UIL EAPA, 2019', and developed a proposal table.                                                                              | <p>During my development I will experiment with a variety of formats and styles to present and report employee engagement results and seek feedback on which is the most clear and impactful.</p> <p>I intend to build relationships with consultancies that specialise in employee engagement. Discuss case studies and strategies that have been developed to drive greater engagement within HEIW.</p> |
| Embedded employee interventions                  | <p>I have research and reviewed and promoted health and wellbeing initiatives that embed employee engagement within HEIW such as, EAP, HNA, Staff Survey, Corporate Health Standards (CHS) and Mindful Menopause sessions with an Occupational Therapist within HEIW.</p> <p>I currently provide updates reports to the Senior Leadership Team (SLT).</p> | I would like to develop processes to generate ideas and solutions to address issues identified in employee engagement surveys an encourage participation from a broad cross-section of the organisation.                                                                                                                                                                                                  |
| Employer brand                                   | Ensure that HEIW colleagues are always living our values and promote and encourage our values.                                                                                                                                                                                                                                                            | I will increase my employer brand knowledge by Identifying and study high-profile case studies of organisations that have successfully developed an employer brand that has transformed their ability to attract and retain talent and discuss with my manager.                                                                                                                                           |

| Activity  | Evidence (how I demonstrated this)                                                                                                                                                                                                   | Area for Development                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           |                                                                                                                                                                                                                                      | <p>Become an expert in my organisations employer brand. I will link with HEIWs talent Management team to gain knowledge and experience in HEIWs employer brand; I intend to study its direction, development process and track its effectiveness in attracting and retaining key talent.</p> <p>Increase my confidence in the advice that I am providing to stakeholders, manager and employees.</p> |
| Knowledge | <p>Use the HEIWs values to influence behaviour and promote initiatives.</p> <p>Build relationships and trust with employees so they can come to me living the values.</p> <p>Stay professional at all times and be a role model.</p> | <p>I will research and deepen my understanding of HEIWs values and behaviours so that I can work with managers and employees in adhering to them.</p> <p>I intend to study Employee Engagement case studies to learn how different drivers of engagement apply in different organisations and by different groups of employees.</p>                                                                  |

### Courage to challenge behaviour

Shows courage and confidence to speak up skilfully, challenging others even when confronted with resistance or unfamiliar circumstances.

### Assessment Summary

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

### How prepared am I?

My assessment results indicate that my behaviour in this area is developing. This usually applies to someone who is demonstrating some of the behaviours expected at this level but is yet to demonstrate and develop their competence more broadly in this area.

Within this section I have demonstrated areas where I'm particularly strong, areas where I'm competent, and areas where there are gaps in the way I demonstrate courage to challenge. My score suggests that I have some room to develop at my current level. To develop my courage to challenge, I will consider courses, reading materials and practical development actions which will be of particular benefit to me in building the skills and experience I'll need to excel in my role.

### My strengths

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

### My Gaps

### Evidence and areas for development

| How I demonstrate this                                                                                                                                                                 | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Area for Development                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Taking into account a range of different viewpoints.                                                                                                                                   | Health Needs Assessment (HNA) focus group / consultation was held during September 2019, to obtain the views of colleagues in relation to the draft HNA questionnaire. The feedback revealed that several colleagues were unhappy about the sensitive questions that were being asked within the HNA questionnaire.                                                                                                                                                                                                                                             | <p>Making decisions and then being persuaded to change my mind</p> <p>I intend to reflect on the success of ideas and recommendations that I have put forward to date and continue with future work. I will meet regularly with my line manager and discuss the reasons for success or unsuccessfulness of a task. I intend to evaluate the information I use for each task and what I could change for future tasks.</p> |
| Adopting a questioning approach to clarify or more fully understand the issue - working with colleagues if there are any issues, listening to views and coming to a solution together. | Views and opinions were sort from colleagues and several questions were adapted to reflect their views and needs. HEIW colleagues were reassured by this and were furthermore assured that all information was confidential, and all questionnaires would be anonymous. Conflict management skills were applied and helped the team and I come to solutions and agreements to resolve the situation, which could have caused conflict had it not been managed. The views were taken on board and the survey was adapted to reflect colleagues needs / concerns. | <p>I need to increase my knowledge and understanding of wider HR issues. I also need and seek opportunities and attend HEIW, CIPD and function wide briefings on projects, products or services, even if they are not directly related to my work. I feel that this will allow me to challenge ideas and future work proposals better.</p>                                                                                |

| How I demonstrated this                                                                                                                                                                | Evidence                                                                                                                                                                                                                                                        | Area for Development                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <p>Consults others for ideas and direction when facing unusual problems - the ability to draw a meeting to a close when necessary and also getting the conversation back on point.</p> | <p>The HNA focus group was challenging and required negotiation skills as it deviated off point sometimes however, I managed to get this back on point.</p> <p>The focus group was drawn to a close and the uptake of the final questionnaire was positive.</p> | <p>I would like to coach or support a colleague or peer who doesn't have the confidence to challenge others.</p> |

## Curious Behaviour

Future focused, inquisitive and open minded; seeks out evolving and innovative ways to add value to the organisation

### Assessment Summary

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

### How prepared am I?

My assessment indicates that my behaviour in this area is meeting expectations. This usually applies to someone who is demonstrating many of the behaviours expected at this level.

Within this area I have demonstrated areas where I'm particularly strong, areas where I'm competent, and areas where there are gaps in the way I demonstrate curiosity. I am keen to develop my curiosity through attendance at courses, reading further literature and practical development actions, such as a course / seminar.

### My Strengths

- Finding out about the connections between wider organisational issues and own role
- Being inquisitive: looking below the surface to understand the causes of problems
- Analysing information and testing out ideas with others
- Being open to trying new ideas, even if they're not always successful
- Driven to understand how people in various organisations or context react or behave differently in a range of circumstances.

Evidence and areas for development

| How I demonstrate this                                                                                                                                                                                                          | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Area for Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Interested in finding out about the organisation and the connection between wider organisational issues and my own role. I actively seek ways to develop understanding of organisational sector issues and developments.</p> | <p>I am interested to find out about the impact that organisational issues, strategies, policies and procedures have on colleagues and their Health and Wellbeing. The EAP within HEIW is an example as Cardiff and Vale University Health Board undertook all of HEIW's pre-employment checks and Occupational Health referrals and reviews, however, counselling services were not currently provided. Cardiff and Vale University Health Board were not able to extend the SLA to include counselling. As a result of researching and reviewing health and wellbeing initiatives and undertaking a scoping exercise, the success of which has resulted in the partnership with external providers of financial support services counselling support services for HEIW staff.</p> <p>Implementing an EAP within HEIW will have several benefits to both the organisation and employees. Research shows that the organisation would experience improved employee engagement, productivity, moral, as well as help prevent outside issues from impacting on work, including absences from work</p> | <p>Over the next 18 months I intend to volunteer to support a wider project or organisation working group within HEIW, such as the Health and Wellbeing Strategy and its implementation, to understand broader issues and how HR connects with other functions and departments.</p> <p>It is my intention to attend external networking events and workshops including those organised by my local CIPD Branch as well as Employment Law updates and learning seminars. I will prioritise those run for my industry / sector and area of interest.</p> |

| How I demonstrate this                                                                                            | Evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Area for Development                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Inquisitive about current issues and developments within the HR community and how it impacts on current practice. | I constantly research, review and promote health and wellbeing initiatives that embed employee engagement within HEIW that may improve employee engagement, performance and sickness rates, such as, EAP, HNA, review of staff survey and HNA results, Corporate Health Standards (CHS) and Mindful Menopause sessions with an Occupational Therapist within HEIW.                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                           |
| Reflects, analyses and tests ideas and insights with others.                                                      | I am interested in the results that were produced within the HEIW HNA. I will now apply my curiosity to undertake a deeper dive into Work life balance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Taking into consideration previous ideas, over the next 18 months I will evaluate my work and suggest new HR ideas or process improvement within my team. |
| Drives self and supports others in working outside of comfortable environments and allows room for failure.       | <p>Since starting this course in September 2019, I have begun to challenge myself further and work out of my comfort zone. Recently I have project managed the CHS Mock Assessment process to obtain multiple sources of evidence to support the CHS action plan. As we are a newly established organisation within NHS Wales some of the policies and procedures were currently in draft format and needed to be signed off by SLT to be put forward as evidence. This required negotiation regarding the timescale, completion and submission of these policies with colleagues across the organisation</p> <p>I have received positive feedback from my manager and feel that I have completed this task in a very efficient and timely manner.</p> |                                                                                                                                                           |

| How I demonstrate this                                                                                                       | Evidence                                                                                                                                                                                                                                                                                                            | Area for Development |
|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Driven to understand how people in various organisations or context react or behave differently in a range of circumstances. | I am always conscious of how people react or behave differently in a range of circumstances and apply this thinking within my work ethic. I am conscious of the importance and legality of confidentiality. I am also very aware of office politics and the impact it may have on individuals and groups of people. |                      |

## Role Model Behaviour

### Assessment Summary

When acting as a role model, I am consistently leading by example and acting with integrity, impartiality and independence, balancing personal, organisational and legal parameters.

### How prepared am I?

My behaviour in this area is developing, which applies to someone who is demonstrating some of the behaviours expected at this level but is yet to demonstrate and develop their competence more broadly in this area.

Within this area I have demonstrated areas where I'm particularly strong, areas where I am competent, and areas where there are gaps in the way I demonstrate role modelling. My score suggests that I have some room to develop at my current level. Within the table over the next page I have outlined evidence and areas for development and future aspirations. I will continue to increase my knowledge by attending courses, reading material and practical development within HEIW to develop myself further as a role model.

### My Strengths

- Delivering in line with agreed expectations and promises
- Accepting responsibility, and taking action to remedy any mistakes
- Dealing with personal data and information in a professional manner and in line with relevant legislation

### My Gaps

- Consistently acting according to organisation and legal principles and agreed processes

### Evidence and areas for development

| How I demonstrate this                                                                                    | Evidence                                                                                                                                                                                       | Area for Development                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Delivering in line with agreed expectations and promises                                                  | I apply the HEIW values to my work daily.<br>I always complete and submit work to the desired standard and on time.                                                                            | Take the time to study and understand the development journey of the organisation's values. I intend to consider how well my own values sit alongside those of the organisation.                                                                                                                                                                                                               |
| Accepting responsibility, and taking action to remedy any mistakes                                        | I spend time during my working day learning about the work of my colleagues within different departments.<br><br>If mistakes happen, I learn from them and apply a different method next time. | I will continue to spend time learning more about the work of my HR colleagues. I will consider how my own work impacts theirs, and where I can find any synergies or opportunities to support them further.<br><br>I intend to meet with my line manager to discuss ways in which I can build self-review processes into my work to recognise mistakes made any learning that can be applied. |
| Dealing with personal data and information in a professional manner and in line with relevant legislation | If I deal with confidential or sensitive information, I respect this and its legalities, and ensure that I follow all forms of GDPR.                                                           | To increase my knowledge, I intend to champion and review HR processes to ensure that all sensitive data is managed in accordance to the Data Protection Act. I will identify areas of non-compliance and discuss them with my manager.                                                                                                                                                        |

## Driven to Deliver Behaviour

### Assessment Summary

When you're displaying a drive to deliver, you're demonstrating determination, resourcefulness and purpose to deliver the best results for the organisation.

### How prepared am I?

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

Below indicate areas where I'm particularly strong, areas where I'm competent, and areas where there are gaps in the way I demonstrate a drive to deliver. Within the table over the next page I have outlined evidence and areas for development and future aspirations. I will continue to increase my knowledge by attending courses, reading literature and practical development within HEIW.

### My Strengths

- Demonstrating a desire to take action and deliver
- Identifying the steps to achieve agreed tasks and objectives in the immediate and short term
- Keeping track of own progress, completing work to deadlines or informing others when targets can't be met
- Consistently delivering what is expected, meeting or exceeding agreed standards

### Evidence and areas for development

| How I demonstrate this                                                    | Evidence                                                                                                                                                                                                                   | Area for Development                                                                                                                                                    |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrates a consistently strong bias for action and desire to deliver. | I have felt strongly about the delivery of a number of projects I am involved with and the impact will have on employees and the organisation. As mentioned within the curious behaviour evidence the implementation of an | Initiate discussions with colleagues on the priorities in my team, and how these will be split between members so that it's delivered most efficiently and effectively. |

| How I demonstrate this                                                                                 | Evidence                                                                                                                                                                                                                                                                                                                                                                                                      | Area for Development                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Demonstrates a consistently strong bias for action and desire to deliver.                              | EAP within HEIW will have several benefits to both the organisation and employees such as, improved employee engagement, productivity, moral, as well as help prevent outside issues from impacting on work, including absences from work                                                                                                                                                                     |                                                                                                                                                                          |
| Identifies the steps to achieve agreed tasks, goals and objectives in the immediate or short term.     | I currently produce project management documentation such as Gantt charts, action logs, progress reports and highlight reports etc. for the projects I manage.                                                                                                                                                                                                                                                | I plan to conduct a SWOT analysis on myself as to the way that I approach my work. I will analyse my approach and the opportunities does it may offer.                   |
| Keeps track of own progress, completing work to deadlines or informing others when targets can be met. | Within the administrative section of my role I am an excellent time keeper who demonstrates organisational skills when planning and organising meetings, booking guest speakers, developing agenda and meeting papers, also managing the action log progress for the HEIW Health and Wellbeing group and all of the task and finish project groups I am involved in.                                          | Over the next 18 months I will measure the impact of my work through specific HR or business measures so that I can demonstrate the impact I've had in the organisation. |
| Constantly delivers to expectations and commitments, meeting or exceeding agreed standards.            | <p>"Emma has recently project managed the corporate health standard bronze award mock assessment, which has required negotiating with colleagues across the organisation to obtain multiple sources of evidence to support the corporate health standard action plan. Emma has completed this task in a very efficient and timely manner using a Gantt chart and timeline".</p> <p>Claire Smith – Manager</p> |                                                                                                                                                                          |

## **Conclusion**

I am currently working between a Band 1 & 2 within Health Education and Improvement Wales (HEIW) however, I would like to work proficiently at Band 2 at the end of this course in May 2021. In order to reach this aspiration, I need to increase and widen my HR knowledge experience by obtaining management experience individually or within a HR team, linking it to HR strategy and policies. I also need to increase my knowledge within Employment law.

I will build on my current knowledge and skills and continue to use the professional map as a developmental self-assessment tool whilst undertaking this course and during my future career within HR. I plan to link the map to my future Professional Development Plan. I feel the map will help me to recognise my professional areas for development and allow me to plan my own learning.

I plan to continuously undertake and seek new learning opportunities and assess my level of knowledge in relation to practices and behaviours that will make me more effective within my role.

I will always adhere to the CIPD Codes of Practice and work ethically.



# Development record

|                                  |                 |                           |          |
|----------------------------------|-----------------|---------------------------|----------|
| <b>NAME:</b>                     | Emma Carrington | <b>MEMBERSHIP NUMBER:</b> | 1910725  |
| <b>COVERING THE PERIOD FROM:</b> | September 2019  | <b>TO:</b>                | May 2021 |

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

| Key dates       | What did you do?                                                                                  | Why?                                                                                                                                                                                                                           | What did you learn from this?                                                                                                                                      | How have/will you use this?<br>Any further action?                                                                                                                                                         |
|-----------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10/09/19        | Attended the NHS Wales Healthcare People Management Association (HPMA) Roadshow                   | To build my knowledge and skills within HR.                                                                                                                                                                                    | The roadshow provided me with development opportunities and allows me to be at the forefront of the HR, Workforce and Organisational Development (OD) communities. | The HPMA continues to plan workshops and events for members in 2020. I will continue to attend these events to increase my knowledge and skills.                                                           |
| Monday 14/10/19 | Attended / supported the Compassion Starts with Me - NHS Wales Health & Wellbeing Conference 2019 | I support the Workforce Strategy manager with the Health Education Improvement Wales (HEIW) Health and Wellbeing group. Compassion starts with me is currently the forefront of evolving leadership management within the NHS. | How the application of collaborative and compassionate leadership will have an impact on the NHS along with standards of patient care.                             | I am very aware of the message and the impact it can have within NHS Wales. I would like to build my knowledge regarding this subject and intend to apply my current knowledge to date within future work. |

|                       |                                                                           |                                                                                                                                                                                                      |                                                                                                                                                                                            |                                                                                                                                                                                                            |
|-----------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Monday<br>21/10/19    | Attended the NHS Wales Collective and Compassionate Leadership conference | To understand the change in leadership styles and to move towards compassionate leadership.                                                                                                          | How the application of collaborative and compassionate leadership will have an impact on management styles within the NHS along with standards of patient care.                            | I am very aware of the message and the impact it can have within NHS Wales. I would like to build my knowledge regarding this subject and intend to apply my current knowledge to date within future work. |
| Tuesday<br>29/10/19   | Equality Impact Assessment (EIA) Training                                 | Training to produce EIA Assessments within the organisation                                                                                                                                          | How to undertake an EIA                                                                                                                                                                    | I will apply my knowledge in areas that require me to undertake an EIA.                                                                                                                                    |
| Wednesday<br>13/11/19 | Attend the HPMA Conference                                                | The conference provides me with development opportunities and keeps me at the forefront of the HR, Workforce and OD communities. It continues to plan workshops and events for the forthcoming year. | The conference provided me with development and networking opportunities. Much like the roadshow on 10/09/19, it allows me to be at the forefront of the HR, Workforce and OD communities. | It continues to plan workshops and events for the forthcoming year.                                                                                                                                        |
| Wednesday<br>02/10/19 | Arranged and attended Mindful Menopause Sessions within HEIW              | Health and Wellbeing initiative out of the HEIW HNA                                                                                                                                                  | The benefits of staff engagement on the Health and wellbeing of employees.                                                                                                                 | I have continued to arrange staff engagement events within HEIW.                                                                                                                                           |
| October 2019          | Undertook a scoping exercise for the employee assistance programme.       | Scoping Exercise for Employee Assistance Programme.                                                                                                                                                  | Inform the HEIW Workforce Strategy                                                                                                                                                         | I will apply my knowledge when working on the HEIW Health and Wellbeing Strategy                                                                                                                           |
| August 2019           | Report to HEIW Senior Leadership Team (SLT)                               | To inform and gain approval to apply for the Bronze Corporate Health Standards (CHS) Award and support the work to ensure a successful mock                                                          | The importance of reporting levels and levels of engagement with the SLT. The reports to the SLT are a mandatory fundamental opportunity for the                                           | This project is currently ongoing. I will continue to apply my knowledge and skills when producing further reports.                                                                                        |

|              |                                           |                                                                                                                                                                                                              |                                                                                                                                                                                                                          |                                                                                                                                            |
|--------------|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
|              |                                           | assessment of the CHS Bronze award in early 2020.                                                                                                                                                            | workforce strategy team to engage / communicate with the SLT regarding the work that is being undertaken. It is also an opportunity to seek approval with initiatives.                                                   |                                                                                                                                            |
| 22/08/19     | Report to HEIW SLT                        | Report to request approval on the Implementation of 1-hour Health and Wellbeing per week for each colleague, to improve Health and Wellbeing.                                                                | The importance of reporting levels and levels of engagement with the SLT.                                                                                                                                                | Apply my knowledge, skills and experience when producing further reports                                                                   |
| October 2019 | Report to HEIW SLT                        | To request the implementation of a finance wellbeing support service for HEIW employees.                                                                                                                     | The importance of reporting levels and levels of engagement with the SLT.                                                                                                                                                | Apply my knowledge, skills and experience when producing further reports                                                                   |
| 19/11/19     | Progress report to HEIW SLT               | HEIW Health and Wellbeing progress report, including Corporate Health Standards, Financial Wellbeing support Services for HEIW employees and Employee Assistant Programme progress to date                   | To update my progress reports throughout the duration of a project and to include exception reporting.                                                                                                                   | This is an ongoing requirement within my role. I will continue to apply my knowledge, skills and experience when producing further reports |
| 19/11/19     | Respect and Healthy Resolution conference | I attended the first phase of the 'Respect and Healthy Resolution conference' on 19/11/19 which was aimed at NHS Wales colleagues who were asked to share thoughts about what we think healthy relationships | I had the opportunity to network with colleagues from other organisations where we share thoughts about what we thought healthy relationships look like, how we build and maintain them, and what policies, learning and | Going forward in my HR career I intend to be mindful of the impact this can have on individuals and teams.                                 |

|                               |                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                           |
|-------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               |                                                                                                    | <p>look like, how we build and maintain them, and what policies, learning and development and other support would be helpful to us all. Throughout December representatives from NHS Wales organisations looked at how to turn these ideas into practical approaches. The Respect and Healthy Resolution conference is the second phase where colleagues which will be able to play with and test the ideas/products in workshops and on-line feedback.</p> | <p>development and other support would be helpful to us all. We discussed policies and procedures and the inconsistencies there may between organisations / departments within NHS Wales e.g. with flexible working etc.</p>                                                                   |                                                                                                                                                                                                                                           |
| 22/11/19                      | Report to HEIW SLT                                                                                 | <p>Report to the SLT requesting the Implementation of an Employee Assistance Programme (EAP) within HEIW</p>                                                                                                                                                                                                                                                                                                                                                | <p>The report ensured the go ahead of the project within HEIW to undertake a Health Needs Assessment (HNA) of HEIW staff. The results of which will be used to develop the HEIW Health and Wellbeing strategy for staff. I'm very mindful of the positive benefits to employee engagement.</p> | <p>The report ensured the go ahead of the project within HEIW to undertake a HNA HEIW staff, the results of which will be used to develop the HEIW Health and Wellbeing strategy for staff which I will be involved with during 2020.</p> |
| September 2019 – January 2020 | Compiled and continuously updated the Corporate Health Standards (CHS) mock assessment Action Plan | <p>Compiled it with evidence in readiness for the mock assessment</p>                                                                                                                                                                                                                                                                                                                                                                                       | <p>The importance of project management techniques / methods along with the importance of working on projects in a methodical and organised way.</p>                                                                                                                                           | <p>Whilst Project Managing the CHS mock assessment I have continued to apply Influencing, negotiation and problem-solving skills with in my current role as</p>                                                                           |

|                               |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                            |                                                                                                                                                                                                                       |
|-------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September 2019 – January 2020 | Compiled and Monitored a Gantt chart in readiness for the CHS mock assessment | I used a Gantt chart as a method of monitoring milestones or review points within this project. The chart illustrates the start and end point of my project and highlights different activities and tasks that are required to complete the project, it also illustrates the links between different elements of the CHS project and highlights where more than one task may be completed at the same time. | As a method of monitoring milestones or review points within this project. | Workforce Strategy Project Officer within HEIW. I will apply these skills to further my career within HR.<br>I have used this method for the mock assessment and will continue to use it for the full CHS assessment. |
|-------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



# Development plan

|                           |                 |                    |          |
|---------------------------|-----------------|--------------------|----------|
| NAME:                     | Emma Carrington | MEMBERSHIP NUMBER: | 1910725  |
| COVERING THE PERIOD FROM: | January 2020    | TO:                | May 2021 |

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

## Planned outcome

Where do I want to be by the end of this period? What do I want to be doing? (This may be evolutionary or “more of the same”.)

| What do I want/need to learn?           | What will I do to achieve this?                                                                                                                                                                                                | What resources or support will I need?                                                                                                                                                                                                                                                                    | What will my success criteria be?                              | Target dates for review and completion |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------|
| Increase my knowledge of Employment Law | Attend future CIPD courses, conferences, and the Employment Law lecture during February 2020.<br><br>I will network with external stakeholders and colleagues to gather insight on factors that influence other organisations. | I need to link with HR colleagues and networks to increase my Employment Law knowledge. I intend to find out where to source relevant and up-to-date Employment Law. I will also undertake further reading on websites, organisations' and publications, along with attending the Employment Law lecture. | Improved knowledge and awareness of Employment Law.            | May 2021                               |
| Job Evaluation matcher                  | Attend Job Evaluation training                                                                                                                                                                                                 | The support of my line manager to attend – this has been agreed                                                                                                                                                                                                                                           | I will be able to be understand the job evaluation process and | June 2020                              |

|                                                                                      |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                          |                                                                                                |               |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------|
| Extend my knowledge of Healthy Working Relationships within organisational settings. | As part of my development I will attend the Respect and Healthy Resolution conference on 29 <sup>th</sup> January 2020, which is the second phase of the conference (1st took place on 19/11/19) where I along with colleagues will be able to play with and test the ideas/products in workshops and on-line. feedback. | The support of my line manager to attend – this has been agreed.<br><br>Further experience of networking with colleagues from other organisations where we share thoughts about what we think healthy relationships look like, how we build and maintain them, and what policies, learning and development and other support would be helpful to us all. | put this into practice.<br>Being mindful of the impact this can have on individuals and teams. | February 2020 |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------|

|                                                                                           |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                      |               |
|-------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------|
| Develop employee relations strategy, policy and practice                                  | Project plan the development, launch and implementation of the Health and Wellbeing Strategy for HEIW during 2020.                                                                                                                                                       | I will spend time talking with employees to assess my level of awareness, understanding and interpretation of current policies. During these discussions I intend to identify potential enhancements and/or improvements and discuss suggestions with the HEIW People team. I will be applying project management skills, developing consultation events with HEIW employees along with stakeholder events. | The successful implementation of the HEIW Health and Wellbeing Strategy during 2020. | December 2020 |
| Increase my knowledge and understanding of wider HR issues                                | I will seek opportunities and attend HEIW, CIPD and function wide briefings on projects, products or services, even if they are not directly related to my work. I feel that this will help with my study, allow me to challenge ideas and future work proposals better. | I need to link with HR colleagues and networks to increase my knowledge. I will also undertake further reading on websites, organisation's and publications.                                                                                                                                                                                                                                                | Applying it to my professional career and future roles.                              | May 2021      |
| Further develop my integrated performance report writing skills for the senior Leadership | Continue to write reports as requested and expand my knowledge.                                                                                                                                                                                                          | I need to link with HR colleagues and networks to increase my knowledge and experience.                                                                                                                                                                                                                                                                                                                     | I will work collaboratively with other functions to produce joint reports            | December 2020 |

| Team |  |  |  |  |  |
|------|--|--|--|--|--|
|      |  |  |  |  |  |

## HOW DO I MANAGE DIFFERENCES?

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

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

1. ☐ A There are times when I let others take responsibility for solving the problem.  
☒ B Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. ☒ A I try to find a compromise solution.  
☐ B I attempt to deal with all of his and my concerns.
3. ☐ A I am usually firm in pursuing my goals.  
☒ B I might try to soothe the other's feelings and preserve our relationship.
4. ☐ A I try to find a compromise solution.  
☒ B I sometimes sacrifice my own wishes for the wishes of the other person.
5. ☐ A I consistently seek the other's help in working out a solution.  
☒ B I try to do what is necessary to avoid useless tensions.
6. ☒ A I try to avoid creating unpleasantness for myself.  
☐ B I try to win my position.
7. ☒ A I try to postpone the issue until I have had some time to think it over.  
☐ B I give up some points in exchange for others.
8. ☒ A I am usually firm in pursuing my goals.  
☐ B I attempt to get all concerns and issues immediately out in the open.
9. ☐ A I feel that the differences are not always worth worrying about.  
☒ B I make some effort to get my way.
10. ☐ A I am firm in pursuing my goals.  
☒ B I try to find a compromise solution.
11. ☐ A I attempt to get all concerns and issues immediately out in the open.  
☒ B I might try to soothe the other's feelings and preserve our relationship.
12. ☐ A I sometimes avoid taking positions which could create controversy.  
☒ B I will let him have some of his positions if he lets me have some of mine.
13. ☒ A I propose a middle ground.  
☐ B I press to get my points made.

Thomas/Kilman Conflict Mode Instrument

14. (A) I tell him my ideas and ask him for his.  
B I try to show him the logic and benefits of my position.
15. (A) I might try and soothe the other's feelings and preserve our relationship.  
B I try to do what is necessary to avoid tensions.
16. A I try not to hurt the other's feelings.  
(B) I try to convince the other person of the merits of my position.
17. (A) I am usually firm in pursuing my goals.  
B I try to do what is necessary to avoid useless tensions.
18. A If it makes the other person happy, I might let him maintain his views.  
(B) I will let him have some of his positions if he lets me have some of mine.
19. A I attempt to get all concerns and issues immediately out in the open.  
(B) I try to postpone the issue until I have had time to think it over.
20. (A) I attempt to immediately work through our differences.  
B I try to find a fair combination of gains and losses for both of us.
21. (A) In approaching negotiations, I try to be considerate of the other person's wishes.  
B I always lean toward a direct discussion of the problem.
22. (A) I try to find a position that is intermediate between his and mine.  
B I assert my wishes.
23. (A) I am very often concerned with satisfying all our wishes.  
B There are times when I let others take responsibility for solving the problem.
24. A If the other's position seems very important to him, I would try to meet his wishes.  
(B) I try to get him to settle for a compromise solution.
25. (A) I try to show him the logic and benefits of my position.  
B In approaching negotiations, I try to be considerate of the other person's wishes.
26. (A) I propose a middle ground.  
B I am nearly always concerned with satisfying all our wishes.
27. (A) I sometimes avoid taking positions which could create controversy.  
B If it makes the other person happy, I might let him maintain his views.
28. (A) I am usually firm in pursuing my goals.  
B I usually seek the other's help in working out a solution.
29. (A) I propose a middle ground.  
B I feel that the differences are not always worth worrying about.
30. (A) I try not to hurt the other's feelings.  
B I always share the problem with the other person so that we can work it out.

Source: Kenneth Thomas & Ralph Kilman (1976).

### Your scores on the 5 styles for handling conflict

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

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

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

Source: Kenneth Thomas & Ralph Kilman (1976).

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

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

#### **FOLLOW-UP**

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

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

## **A. Competing**

### **Uses:**

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

### **If you scored High:**

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

### **If you scored Low:**

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

## **B. Cooperating**

### **Uses:**

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

### **If you scored High:**

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

### **If you scored Low:**

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

## **C. Compromising**

### **Uses:**

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

### **If you scored High:**

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

### **If you scored Low:**

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

## **D. Avoiding**

### **Uses:**

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

### **If you scored High:**

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

### **If you scored Low:**

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

## **E. Accommodating**

### **Uses:**

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

### **If you scored High:**

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

### **If you scored Low:**

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



✓

### COMMUNICATION EFFECTIVENESS QUESTIONNAIRE

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

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

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

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

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

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

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

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

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

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           | ✓          |        |

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

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

7. My body language is conducive to attentive listening

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

8. I listen enthusiastically and positively

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

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

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
| ✓      |              |           |            |        |

10. I am calm and patient in conversation and discussion

|        |              |           |            |        |
|--------|--------------|-----------|------------|--------|
| Rarely | Occasionally | Sometimes | Frequently | Always |
|        |              |           |            | ✓      |

11. I am well prepared for meetings

|        |              |           |            |        |
|--------|--------------|-----------|------------|--------|
| Rarely | Occasionally | Sometimes | Frequently | Always |
|        |              |           |            | ✓      |

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

|        |              |           |            |        |
|--------|--------------|-----------|------------|--------|
| Rarely | Occasionally | Sometimes | Frequently | Always |
|        |              |           |            | ✓      |

13. I communicate feelings as well as ideas and facts

|        |              |           |            |        |
|--------|--------------|-----------|------------|--------|
| Rarely | Occasionally | Sometimes | Frequently | Always |
|        |              |           | ✓          |        |

14. I speak up when I am confused or unsure

|        |              |           |            |        |
|--------|--------------|-----------|------------|--------|
| Rarely | Occasionally | Sometimes | Frequently | Always |
|        |              |           | ✓          |        |

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

|        |              |           |            |        |
|--------|--------------|-----------|------------|--------|
| Rarely | Occasionally | Sometimes | Frequently | Always |
|        |              | ✓         |            |        |

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

|        |              |           |            |        |
|--------|--------------|-----------|------------|--------|
| Rarely | Occasionally | Sometimes | Frequently | Always |
|        |              |           |            | ✓      |

17. I communicate clearly when giving information and instruction

|        |              |           |            |        |
|--------|--------------|-----------|------------|--------|
| Rarely | Occasionally | Sometimes | Frequently | Always |
|        |              |           |            | ✓      |

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

|        |              |           |            |        |
|--------|--------------|-----------|------------|--------|
| Rarely | Occasionally | Sometimes | Frequently | Always |
|        |              |           |            | ✓      |

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

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

**20. I am able to get complicated ideas across clearly**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

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

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

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

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

**23. My written communications are clear and concise**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

**24. I keep everyone informed where appropriate**

| Rarely | Occasionally | Sometimes | Frequently | Always |
|--------|--------------|-----------|------------|--------|
|        |              |           |            | ✓      |

**Please provide any further details on what I do well:**

I communicate well with internal and external stakeholders. I show genuine interest and listen to what people are saying individually and within team / group settings. Effective communication is essential within the HR profession and I will continue to use my communication skills efficiently and effectively throughout my HR professional career.

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

I need to be more confident and speak up when I am confused or unsure.

**Thank you for your time**



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