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

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Contributing to the improvement of Individual and Organisational Performance

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Student Name: Nia Williams

Student Number: 1806523

CIPD Membership Number: 53274221

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: *N. Williams*

Date: 31/07/2019

Contributing to the Improvement of Individual and Organisational Performance

Nia Williams

Candidate name: Nia Williams				CIPD Membership/registration No: 53274221		
Qualification title: CIPD Diploma in Applied Human Resources				**Unique Learner No. (ULN):**		
Unit code	**Unit title**	**Assessment criteria no.**	**Evidence description**	**Evidence reference number**	**Assessor initials**	**I/V initials if sampled**
5AIOP	Contributing to Improving Organisational Performance	LO1 – To be able to provide information on performance management activities within an organisation	Induction policy and procedure	1:1		
			Online Courses	1:2		
			Induction Checklist	1:3		
			Induction Day Format	1:4		
			Email to demonstrate me providing timely and accurate information regarding induction to a line manager	1:5		
			CSG policy and procedure for staff performance appraisals	1:6		

			CSG appraisal document	1:7		
			Email to demonstrate me providing timely and accurate information regarding where to find and use PEPI to a member of staff.	1:8		
		L02 – To be able to support line managers to deliver performance management activities within the organisation	Email to demonstrate a manager asking for support with conducting a RTW meeting and	2:1		
			Document supporting the fact that RTW are not conducted within the first 3 days of the employee returning to work.	2:2		
			A document that I based my discussion on when giving 1 to 1 Guidance for managers on completing RTW interviews.	2:3		
			A document that supports the fact that line managers are not reminding employees to complete a SA128 form when they return to work. 49 outstanding this year alone.	2:4		
			Instructions given to line managers to keep regarding the absence system	2:5		

			Email confirmation to show that my support was effective.	2:6		
			Appraisal powerpoint training for line managers	2:7		
			Confirmation from managers to show that my support was effective	2:8		
		L03 – Be able to assess the impact of performance management activities on organisational performance and make recommendations for enhancement.	Staff Turnover rates	3:1		
			Internal promotion statistics	3:2		
			Information sharing – Gateway	3:3		
			Training and Development statistics	3:4		
			Appraisal compliance statistics	3:5		

			Induction Day Evaluation Form	3:6		
			Comments from employees from completing induction evaluation form	3:7		
			Recommendations to improve the process of induction	3:8		
			Evidence of outstanding induction checklists	3:9		

Candidate declaration:

- I confirm that the work/evidence presented for assessment is my own unaided work.
- I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action.
- I agree to this work being subjected to scrutiny by textual analysis software if required.
- I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998.
- I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records.
- I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.

Signature:	**N Williams**	**Date:**	**20/07/2019**

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Personal statement for LO1:
To be able to provide information on performance management activities within an organisation

For LO1, I will demonstrate a full understanding of CSG's policies and procedures, relating to performance management activities and an awareness of external sources of relevant information. I will use this knowledge and understanding to provide accurate information to employees.

Induction policy and procedure

Coleg Sir Gar (CSG) has an induction policy in place which is available for all staff on the gateway (Evidence 1:1). The main purpose of induction is that it ensures that all employees obtain a good understanding of how the organisation works including its principles, values and objectives. It ensures that all employees have the knowledge and skills necessary to perform their role in a safe working environment. It also provides a mechanism for employees to discuss any concerns that they may have which can then be addressed in a timely manner.

CSG induction policy and procedures are aligned with ACAS guidelines on induction. As identified by the ACAS (2006) guideline, CSG have included in their policy the role of the line manager. The basis of successful induction is the responsibility of the immediate line manager for the new employee. The line manager must adopt a balanced approach that meets the needs of the organisation and the new employee. In order for new employees to gain maximum benefit from the induction process, they must have the opportunity to discuss progress with their line manager. These reviews should be frequent in the early stages and establish targets specific to the individual as per the probationary policy and procedures.

The ***role of the line manager*** is therefore to:

- Be actively involved in the induction of the new employee ensuring all aspect of the induction checklist are fully communicates, understood and completed.
- Be accountable for the induction of any new employee to their team.
- Provide a personalised and balanced induction plan, based on the needs of the department and the new employee.
- Provide specific information about the faculty/functional area and the job.
- Appoint a mentor (if appropriate).
- Ensure that the new employee has the resources to be successful.
- Monitor and support the progress of the new employee through regular reviews and target setting meetings in line with the probationary policy and procedure.

Also included is the ***role of the HR department*** as identified by ACAS (2006):

Accountability for induction lies with the immediate line manager of the new employee. The role of the HR department is to support a process that is essentially controlled by various line managers. The role of the HR department is therefore to:

- Design induction policies and procedures.
- Implement particular aspects of the induction process.

- Plan the content and mode of delivery of the induction programme.
- Manage and co-ordinate the induction day, including the scheduling of speakers.
- Advice line managers of best practice.
- Monitor and evaluate the programme.
- The HR department will constantly review content and timing of the induction process by paying particular attention to the evaluation forms completed by attendees.

The role of the new employee as identified by ACAS (2006)*:*

It is the joint responsibility of the line manager and the new employee to ensure all items on the induction checklist are covered. This means the new employee needs to monitor their checklist and highlight any gaps with their line manager. The new employee, where appropriate, must also engage with the teaching and learning mentor for teaching and learning purposes.

The policy also explains the induction checklist that all employees are provided with which the line manager should go through with the new member of staff within 21 days of the employee's commencement date. Both the line manager and the employee are expected to sign off the checklist to confirm that topics such as people, organisational structure, relationships, job duties, responsibilities, rules, procedures, practices and compulsory online training are complete. There are five online courses that need to be completed by all members of staff. These are, GDPR, prevent, safeguarding, equality and diversity and information security essentials (Evidence 1:2). The induction checklist is provided as Evidence 1:3. The induction policy also includes information regarding monitoring, reviewing and ongoing support and also the college induction day. The policy states that all employees with three months' employment or more will be expected to attend the college induction day, and that managers must ensure that they release their staff to attend. The induction day format (Evidence 1:4) outlines the key speakers and the format for the day.

Evidence 1:5 demonstrates me providing timely and accurate advice/information based on the information included in the induction policy. This email exchange provides the line manager with details of when to complete the induction checklist by and details regarding online courses. It also provides details regarding the probationary review and when this should be completed for the new member of staff. This advice was given to the line manager on the same day as she requested the information.

Staff performance appraisal policy and procedure

Performance appraisal is an essential tool for improving the performance of all college functions. Central to these operations is the continued improvement in performance of the College staff and the support we provide them through quality staff development and training. The staff performance appraisal policy (Evidence 1:6) in place is also aligned with the ACAS guideline on staff performance appraisals (ACAS, 2005). The purpose of a staff appraisal is to provide a formal system for the appraisal and the evaluation of staff performance in order to:

- Enhance the quality of the students learning experience.

- Help staff towards achieving their professional potential.
- Enable the college to advance its mission.
- Provide staff with an objective measure of their contribution to the college's overall performance.
- Promote an individuals professional and personal development.

Evidence 1:7 is an example of an appraisal document that CSG have in place. As included, the process for all groups of staff involve:

Looking back

- Review of performance against previous targets
- Any other achievements
- Previous staff development activities

Current performance

- Performance against the key requirements of the role

Focus on the future

- Consideration of targets
- Training, coaching, or other development needs
- Professional ambitions

The role of the employee:

All staff are required to participate as follows –

- When: Every two years
- All members of staff will be required to formally present an update on progress against their appraisal actions previously.
- All employees should complete their appraisal via the PEPI system where there are 6 different categories of staff to choose from depending on their role.
- As part of this system, employees are asked to rate themselves as unsatisfactory, adequate, good or excellent against statements.
- This gets sent to the appraiser at least 2 weeks before the appraisal meeting.

The role of the line manager:

- The appraiser should contact the member of staff at least four weeks prior to the desired appraisal date to agree a time and venue. The appraiser will provide the member of staff documentation electronically.
- When this has been completed by the employee, the appraiser can question the appraisee's ranking by highlighting and commenting on each statement whether they agree or disagree.
- Once the appraiser has made comments, this gets sent back to the appraisee.
- During the formal meeting, the appraiser should go through each section and explain their comments and why they agree/disagree with each statement.
- The line manager and the employee should come up with SMART targets together for the next year for the employee.

The role of HR

As identified in the policy, HR's role is to support line managers in delivering performance appraisals. HR's role is to make sure that line mangers are given regular training and that new line managers are given this training as part of their induction process.

Evidence 1:8 is an email that demonstrates me providing timely and accurate advice/information to an employee. This member of staff required further information on how to find the PEPI system on the gateway and how to use it. My email response demonstrates my knowledge of the policy that we have in place, and of the system itself. The employee's response demonstrates how helpful my advice was to them with using the system. My response to the employee was given on the same day as they requested the information.

As well as abiding to ACAS with all policies and procedures as mentioned above, CSG also has an awareness of other external information that is available in order to understand how well performance management is within the organisation.

CSG has recently demonstrated this through redundancy. Recent figures from Lewis (2019a) demonstrates that there is a decline in the number of students in Wales going to University and College. With the number of students declining, the less need there is for academic staff. CSG have gone through a 1.8 million voluntary redundancy scheme in order to cut costs for the college to survive going forward. CSG have followed in the footsteps of other universities and colleges around the area which include, UWTSD, Bridgend College and Cardiff University (BBC, 2019), (Lewis, 2019b). This indicates that CSG use outside information to compare their performance with others and to reduce the number of staff to bring themselves in line with industry norms.

Another example of where CSG have used external information including legislative information is in 2015 where all colleges were expected to implement the national contract by September 2016. This was negotiated between the joint Trade Union group in Wales with ColegauCymru. This agreement intended to "provide a framework to College Governing Bodies, College Principals and lay officers of local trade unions to ensure the National Contract is implemented consistently within FE Colleges in Wales when engaging and and/or regularising the employment of all employees be they full time, fractional or part time hourly paid" (UCU, 2014).

CSG also abide by the Equality Act (2010) all the way through recruitment, training and promotion. When applicants complete an application form they are asked to complete an "equality and diversity monitoring" document. CSG have a commitment to treat job applicants and members of staff on the bases of their relevant qualifications, competencies and abilities.

In line with the requirements of the Equality Act 2010 on the GOV.UK (2019) website and to meet obligations under the General Duty to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the act;

- Advance equality of opportunity between people who share a characteristic and those who don't;
- Foster good relations between people who share a characteristic and those who don't;

The college collects information on the following protected characteristics: Age; Disability; Race; Religion or Belief; Sex; Sexual Orientation; Marriage and Civil Partnership.
The information is used for statistical purposes only and is not made available to those involved in selection procedures.
Another way CSG uses external information sources to understand how well performance management is within the organisation is through benchmarking with national statistics. An example of this is through sickness absence. Sickness Absence rates within CSG are below the national average rate of 4.1 days per employee per annum (Office for National Statistics 2018b). Academic year 2017/2018 saw an average absence rate of 3.9 days per employee.

Evidence
L01

EVIDENCE 1:1

colegsirgâr

INDUCTION POLICY & PROCEDURE

HR/InductionPolicy/October2017

colegsirgâr

Policy Title	Induction Policy and Procedure
Policy presentation	This will be made available in writing (Arial font size 12) in Welsh and English. Alternative formats may be requested. Such requests should be made to mike.williams@colegsirgar.ac.uk
Policy communication	Staff Gateway
Main purpose of the policy (Brief Summary)	This policy aims to ensure that all new employees receive a full and thorough induction into their new roles within Coleg Sir Gâr. The policy should be read in conjunction with the Probationary Policy and Procedure and the Policy and Procedure for Staff performance Appraisal.
Main Author (Who can provided advice and guidance on contents)	HR Director
Date approved at Corporate Board	25/10/2017
Date effective from	26/10/2017
Date for renewal	Annually and in line with legislative changes
Equality Impact Assessment needed (Yes or no)	Yes
Date of Equality Impact Assessment	19/09/2017
Welsh Language Impact Assessment	Yes
Date of Welsh Language Impact Assessment	04/10/2017
Risks Associated with Policy (If policy is not implemented)	Employees who have poor induction experiences are more likely to leave the organisation, be disengaged and potentially develop capability issues. A thorough induction process ensures that employees are aware of departmental and organisational goals and have a thorough understanding of their job role.

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6.0 The College Induction Day

7.0 Non Compliance with provisions of the policy

1.0 Introduction

1.1 Coleg Sir Gâr is committed to integrating new employees into the organisation as effectively as possible by providing them with the information, support and training to become productive and satisfied members of the organisation.

1.2 An effective induction programme is not a one off event but takes place over a period of time and is an on-going process. This policy should be read in conjunction with the Probationary Review Policy & Procedure, and the Policy and Procedure for Staff Performance Appraisal. These three processes work together in underpinning the need and importance of the support and development of a new member of staff.

1.3 The College is committed to the promotion of Equality and Diversity and staff are expected to conform with policies as outlined in the strategic equality plan.

1.4 This policy applies to all Coleg Sir Gar employees. Some elements of the Induction process will be applicable to volunteers. This will be dependent on role and should be agreed by the line manager and HR.

1.5 This Policy is also available for employees in Welsh. Employees have the right to be communicated with and dealt with through the medium of Welsh if they wish.

2.0 The Purpose of Induction

2.1 The process begins with the first contact with the employee and ends when the person has been fully integrated. Induction ensures that all employees obtain a good understanding of how the organisation works including its principles, values and objectives. It ensures that all employees have the knowledge and skills necessary to perform their role in a safe working environment. It also provides a mechanism for employees to discuss any concerns that they may have which can then be addressed in a timely manner.

3.0 Responsibilities

3.1 The Role of the Line Manager

3.1.1 The basis of successful induction is the responsibility of the immediate line manager for the new employee. The line manager must adopt a balanced approach that meets the needs of the organisation and the new employee.

3.1.2 In order for new employees to gain maximum benefit from the induction process they must have the opportunity to discuss progress with their line manager. These reviews should be frequent in the early stages and establish targets specific to the individual as per the Probationary Policy and Procedure.

3.1.3 The role of the line manager is therefore to:

- Be actively involved in the induction of the new employee ensuring all aspects of the induction checklist are fully communicated, understood and completed;
- Be accountable for the induction of any new employee to their team;
- Provide a personalised and balanced induction plan, based on the needs of the department, and the new employee;
- Provide specific information about the faculty/functional area and the job;
- Appoint a mentor (if appropriate);
- Ensure that the new employee has the resources to be successful;
- Monitor and support the progress of the new employee through regular reviews and target setting meetings in line with the Probationary Policy and Procedure.

3.1.4 However well prepared the new employee may be, some trepidation about the first day in a new job may remain. The importance of a planned induction on the first day is therefore obvious, although there is a risk of attempting too much in one day.

- The new employee should know where to report to;
- Some thought should be given to what the new employee will do on the first day;
- The workspace should be ready for occupation.

3.2 The Role of the Human Resources (HR) Department

3.2.1 Accountability for induction lies with the immediate line manager of the new employee. The role of the HR Department is to support a process that is essentially controlled by various line managers.

3.2.2 The role of the HR Department is therefore to:

- Design induction policies and procedures;
- Implement particular aspects of the induction process;
- Plan the content and mode of delivery of the induction programme;
- Manage and co-ordinate the induction day, including the scheduling of speakers;
- Advise line managers of best practice;
- Monitor and evaluate the programme.

3.2.3 The HR Department will constantly review content and timing of the Induction process by paying particular attention to the Evaluation Forms completed by attendees.

3.3 The Role of the New Employee

3.3.1 It is the joint responsibility of the line manager and the new employee to ensure all items on the Induction Checklist are covered. This means the new employee needs to monitor their checklist and highlight any gaps with their line manager. The new employee, where appropriate,

must also engage with the Teaching & Learning Mentor for teaching and learning purposes.

3.4 The Role of the Teaching & Learning Mentor (for those staff members with responsibility for teaching and learning)

3.4.1 The Teaching & Learning mentor will be assigned to new teaching employees. Their role is to support and guide the new employee in the processes and procedures for teaching and learning outlined by the College. Their focus is on developing professional practice in teaching and learning and not on the administrative duties and processes of the new employee's Curriculum Area. Mentoring in these administrative duties is the responsibility of the line manager. The Teaching & Learning Mentor will provide feedback to the new employees and their line manager as to what progress has been made during both the induction and probationary periods.

4.0 The Induction Checklist

4.1 All employees will be provided with an Induction Checklist. This will include elements common to all employees.

4.2 Topics covered on the checklist include:

- People, Organisational Structure and Relationships
- Job Duties & Responsibilities;
- Rules, Procedures and Practices; and
- Compulsory Online Training

4.3 The line manager and new employee must sign off the checklist to confirm that all topics on the checklist have been covered. It should also be noted that the completion of the Induction Checklist should be structured to take place at times convenient to part-time/casual employees. **A copy of the completed checklist must be returned to the HR Department within 21 days of the employee's commencement date.** Please see section 7.0 in relation to non-compliance with the provisions of this policy.

5.0 Monitoring, Review and Ongoing Support

5.1 To ensure the overall induction process has been carried out smoothly, and the new employee has settled into their post and working environment, review meetings with the line manager should be agreed at regular intervals in line with the Probationary Policy and Procedure. This process will inform training and development needs and identify any specific issues which may need to be addressed.

6.0 College Induction Day

6.1 The HR Department is responsible for the organisation and delivery of the College Induction Day. The day will encourage social interaction between new

employees, thus creating a network of shared experience which can be extremely supportive.

6.2 All employees with three months' employment or more will be expected to attend the College Induction Day. A separate induction day will be arranged for casual part time members of staff which will be tailored to meet their needs.

6.3 The frequency of the College Induction Day will be determined by the number of new employees and attendance is mandatory within 3 months of commencement of employment. Managers must ensure that they release their staff to attend. If the arranged Induction day falls on a day that the employee does not normally work, staff will be paid for the additional hours if TOIL is not an appropriate alternative. Please see section 7.0 in relation to non-compliance with the provisions of this policy.

7.0 Non-Compliance with provisions of the policy.

7.1 A well carried out induction programme is essential for the integration of a new employee into the organisation. Effective induction is a major contributory factor in retaining newly appointed staff. It helps to ensure that staff become effective and motivated members of the team, clarifies roles and expectations, allowing for training needs and any issues to be identified early.

7.2 Without exception, all employees and managers must engage fully with the Induction Policy and Procedure.

7.3 In the event of any failure to comply with the timescales set out in the policy the employee and or the manager, as appropriate, may be required to attend a meeting with the Principal.

Information on how to access the college's compulsory online courses

Information On How to Access the College'scompulsory on-line Courses
Please access the on-line training via the following links:

Safeguarding: https://moodle.colegsirgar.ac.uk/course/view.php?id=2966
Enrolment key = staffdev2016

Equality and Diversity: https://moodle.colegsirgar.ac.uk/enrol/index.php?id=2966
Enrolment key = staffdev2016

Information Security Essentials: https://moodle.colegsirgar.ac.uk/course/view.php?id=3049

Enrolment key = staffdev2017

GDPR: https://moodle.colegsirgar.ac.uk/course/view.php?id=3295

Enrolment key = staffdev2018

External Website:

PREVENT: http://www.foundationonline.org.uk/
Please create a username and password on the website (do not use your college log-in) and the company will email you back within 24 hours. Please use the link within the email to access the course. If you are a lecturer you will need to undertake the Prevent for Practitioners course, otherwise you will need undertake the Prevent for Support Staff course. **Please keep a copy for your own records.**

Featured News

- Technical Officer BVD
- Trans-19 Art & Design Exhibition
- Dwylo Dawnus Exhibition
- Sioe Addysg Bellach / Further Education Show
  Arddangosfa Celf 2019 Art Exhibition
- Fine Amnesty @CSG library

Student IT FAQ's

- Apple Mac Related
- E-mail Related
- Moodle Related
- Printing Related
- Wifi Related

Staff IT FAQ's

- Software for Home Use
- Staff Account Related
- Student Account Related
- WEST Related

Evidence 1.2

EVIDENCE 1:3

colegsirgâr colegceredigion

INDUCTION CHECKLIST Name: _____

This induction checklist should be completed by the line manager for all members of staff and should be returned to the HR department within 21 days of the commencement of the new employee. Please tick, sign and date each section to confirm that these have been discussed.

People, Organisational Structure and Relationships		
Induction Topic	**Name & Date**	**Comments**
☐ **Who's who?** ○ Introduction to Department Management ○ Introduction to Colleagues ○ Introduction to Campus Manager/ Office (including staff ID card), Key Personnel ○ Nominate induction colleague/ Buddy Name:		
☐ **Physical Layout** ○ Location of toilet/ hygiene facilities ○ Tea/ refreshment facilities. Location of refectory ○ Teaching rooms/ office facilities ○ Notice boards ○ Location of other Departments within the College ○ Recycling facilities, Energy Awareness, Complaints procedures (Estates)		
☐ **Our Department & Wider College** ○ Function & Structure ○ Roles & Responsibilities / commitment to Equality & Diversity / Confidentiality ○ Lines of Communication/ Team meetings/ Email communication. Gateway/ Website ○ Log in / Use of telephone/ My View ○ Holiday arrangements / Times of work & Breaks		
☐ **Employee Handbook** ○ Refer to Employee Handbook		

Job Duties & Responsibilities (Coincides with Initial Probationary Review Meeting)		
Induction Topic	**Name & Date**	**Comments**
☐ **Job Role** ○ Job Description ○ Performance Standards ○ Day to Day Departmental Requirements (e.g. Academic Registers, Gar-I System, Assessment, Allocation of Resources, Admin and Technical Support, Moodle) ○ Departmental Goals & Current Priorities ○ Evaluation Methods		
☐ **Performance Management** ○ The Teaching & Learning Mentor (Name….) role & process (if appropriate) ○ Staff Development ○ Training Needs ○ Staff Development Programme/ system ○ Probationary Review Process ○ Appraisal Process ☐ **EWC Standards**		

Rules, Procedures and Practices		
Induction Topic	**Name & Date**	**Comments**
☐ **Safeguarding** ○ Child Protection Procedures and Policies and for the Protection of Vulnerable Adults		
☐ **Procedures** ○ Absence Reporting Procedures / CSG My Absence ○ Financial Procedures ○ Procedure for booking & using college transport		
☐ **HR Policies (available on the Gateway)** ○ Sickness Absence Management Policy & Procedure ○ Special Leave Policy ○ Grievance Policy ○ Bullying & Harassment Policy ○ Capability Policy ○ Disciplinary Policy		
☐ **Health & Safety** ○ Employees' Legal Duties (H&S Policy & Statement & Safety Law Poster) ○ H&S Officer (Name……) ○ Fire Alarms, Routine Testing, Evacuation Routes & Assembly Points ○ First Aid (Assistance, First aiders, Green Lanyards) ○ Accident and Hazard Reporting Procedure (to include incident, near miss and occupational disease reporting) ○ H&S Notice Boards ○ H&S Training ○ Personal Protective Equipment ○ Traffic Rules on Campus & Driving Policy ○ No Smoking Policy ○ Use of personal electrical equipment (restrictions)		

Compulsory Online Training for all Staff **(Must be completed within 2 weeks of commencement of employment**		
Induction Topic	**Name & Date**	**Comments**
☐ Online Training (Enrolment Key = EK) ○ Safeguarding (EK = staffdev2016) http://moodle.colegsirgar.ac.uk/course/view.php?id=2955 ○ Prevent http://www.foundationonline.org.uk ○ Equality & Diversity (EK = staffdev2016) http://moodle.colegsirgar.ac.uk/enrol/index.php?id=2956 ○ Information Security Essentials (EK = staffdev2017) http://moodle.colegsirgar.ac.uk/course/view.php?id=3049		
Certificates to be forwarded to Samantha Williams (Staff Development Co-ordinator) upon completion of training.		

Updating & Maintaining Personal Details		
Induction Topic	**Name & Date**	**Comments**
☐ Maintain personnel details on MyView ○ Complete self-assessment of Welsh Language Skills (CSG Net Reports) ○ Update Next of Kin & Equal Opportunities details ○ Keep personal record up to date		
Additional Comments:		

Initial Probationary Review Meeting Held:	**Date:**
Review 1:	**Date:**
Review 2:	**Date:**
Review 3/ Final:	**Date:**

We have worked through the above checklist

Signed: ..... Name: ..... Date Completed: .....

(New Employee)

Signed: .... Name: ..... Dept: .....

(Line Manager or Nominee)

Please complete and return to the HR Department, within 21 days of commencement.

EVIDENCE 1:4

INDUCTION FORMAT - 14 MARCH 2019

Employees Requested to arrive at 8.45 am for prompt 9.00 am start

TIME	SLOT	SPEAKERS	CONTENT	ACTION
8.45			REFRESHMENTS (Tea/Coffee)	
9.00 - 9.10	10 mins	RD	General Introduction/Domestics - Fire Exits, Toilets Etc, purpose of Induction	Slide 1
9.10 - 9.30	20 mins	RD	Induction Course Questions & Answers Handout	
9.30 - 10.00	30 mins	AC	Principal Welcome and Introduction to the College	AC arrive in Boardroom from 9.20 am
10.00 - 10.05	5 mins	**BREAK**		
10.05 - 10.30	25mins	**MW**	**Data, Funding, Performance and Data Protection**	
10.30 - 11.00	30 mins	**CH**	**Estates / Environment / Health & Safety**	
11.00 - 11.05	5 mins	**BREAK**		
11.05 - 11.30	25 mins	**ST**	**Computer Services & Acceptable Usage Policy**	Sign Confirmation of Receipt of Policy
12.00	25 mins	**AD**	**Staff Development, Appraisal & Quality**	**Complete T&D1 (Short Course Form)**
12.30	15 mins	**AJ**	**Promoting a bilingual culture, the Welsh language and a Welsh ethos in our College**	
1pm	20 mins	**RP**	**Finance & Procurement**	
	45 mins	**LUNCH**		
1.45	15 mins	**SH**	**Learner Progression**	
2.05-2.15	10 mins	**SM**	Pension Schemes – LGPS and TPA	
	5 mins	**BREAK**		
2.20-2.40	20 mins	**SK**	**Equality & Diversity/Learner Support/Safeguarding**	
	20 mins	**MM**	Skills & Curriculum	
2.40-3.00	20 mins	**JM**	**Reprographics/Library Services/Courier Service**	
	5 mins	**BREAK**		
3.00-3.15	15 Mins	**ND**	**Business Innovation & Estates**	
3.15	20 mins	**RD**	Go through questions asked and check all covered	**Slide 3**
		RD	Evaluation Form to be completed and returned	
		RD	Draw attention to HR on Gateway, My View, Employee benefits	**Slide 2**

Nia Williams - Re: probabationary review forms and any other relevant induction forms for new caretaker starting

From: Nia Williams
To: Susan Gard
Date: 01/07/2019 10:13 → timely (same day)
Subject: Re: probabationary review forms and any other relevant induction forms for new caretaker starting
Attachments: Draft Induction Checklist.docx; Draft Probationary Review Form Aug 16 SupportStaff.docx

Hello Sue,

You will need to complete an induction checklist within the first 21 days of his start date. Once you have completed this can you send it in the internal mail for me. Can you also make sure that all online courses are completed before sending it back.

I have also attached a probationary review form to this email. The review will need to be completed 6 months from his start date. When this has been completed can you send this to myself.

Diolch Sue,
Nia

Nia Williams
Swyddog AD Cynorthwy-ydd/ Assistant HR Officer
Campus Graig Campus
Llanelli
SA15 4DN

Ffon/ Telephone: 01554 748154
Ffacs/Fax: 01554 748097

>>> Susan Gard 01/07/2019 08:32 >>>
Hi both

As I have a new caretaker starting today, please can I have any necessary paperwork that they need to fill in sent to me.

thanks

Sue

Susan Gard
Rheolwr Gweithrediadau Campws/ Campus Operations Manager
Coleg Sir Gâr
Ffôn/Tel: 01554 748038

Nia Williams - Re: probabationary review forms and any other relevant induction forms for new caretaker starting

From: Susan Gard
To: Nia Williams
Date: 04/07/2019 11:59
Subject: Re: probabationary review forms and any other relevant induction forms for new caretaker starting

Hi Nia

Apologies for the delay, but I will make sure the induction checklist is completed within 21 days of his start date and return to you along with the time frame for the probationary review.

I have already explained the online courses to Mark and he should be completing these as well for you.

thanks

Sue

Susan Gard
Rheolwr Gweithrediadau Campws/ Campus Operations Manager
Coleg Sir Gâr
Ffôn/Tel: 01554 748038

>>> Nia Williams 01/07/2019 10:13 >>>
Hello Sue,

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I have also attached a probationary review form to this email. The review will need to be completed 6 months from his start date. When this has been completed can you send this to myself.

Diolch Sue,
Nia

Nia Williams
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>>> Susan Gard 01/07/2019 08:32 >>>
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Sue

Susan Gard
Rheolwr Gweithrediadau Campws/ Campus Operations Manager
Coleg Sir Gâr
Ffôn/Tel: 01554 748038

EVIDENCE 1:6

colegsirgâr

POLICY AND PROCEDURE FOR STAFF PERFORMANCE APPRAISAL

1. INTRODUCTION

Performance Appraisal is an essential tool for improving the performance of all College functions. Central to these operations is the continued improvement in performance of the College staff and the support we provide them through quality staff development and training.

PURPOSE

At Coleg Sir Gâr the purpose of Staff Appraisal is to provide a formal system for the appraisal and the evaluation of staff performance in order to:

- enhance the quality of the students' learning experience;
- help staff towards achieving their professional potential;
- enable the College to advance its' Mission;
- provide staff with an objective measure of their contribution to the College's overall performance;
- promote an individual's professional and personal development.

2. OBJECTIVES

In particular the scheme will:

- provide a process for the monitoring, measurement and objective assessment of professional performance;
- establish a mechanism for constructive dialogue concerning the performance of the individual in relation to the Institutional objectives;
- enable the identification of an individual's strengths and areas for development; the formulation of appropriate training needs and professional development goals; and the identification of relevant approaches to meet these needs;
- ensure that the abilities, needs and views of individuals influence the College planning process;
- develop higher standards of staff performance and greater job satisfaction.

3. THE PROCESS

All staff are required to participate as follows:

When:

The annual staff appraisal cycle will operate between September through to August.

How Often:

During the first two years of employment the first appraisal will coincide with the end of the 6 month probationary period and the second will occur in the following Appraisal period.

Thereafter, all members of staff will be required to undertake an appraisal biennially. At the end of the first year in the two year cycle all member of staff will be required to formally present an update on progress against their Appraisal Actions.

Documentation

A modified version of the appraisal document will be will be available for six different categories of staff:

- Non Teaching Managers
- Curriculum Area Managers
- Lecturers, Instructors/Demonstrators, Training Advisors and Assessors
- Support Staff
- Part-Time Casual Teachers (less than 13 sessions per week)
- Support Staff (for staff whose role is mainly of a manual nature or casual)

Who will be the Appraiser?

For Managers - all staff who have line management responsibility (regardless of whether the post tile is designated 'Manager')

The Performance Appraisal will be undertaken by their direct Line Manager.

For Teaching and Learning Staff – to include Lecturers'; Instructor/Demonstrators'; Training Advisors and Assessors

The Performance Appraisal will be undertaken by a member of the Curriculum Area Management Team i.e. Curriculum Area Head, Deputy Curriculum Area Head or Assistant Curriculum Area Head. Only in exceptional circumstances will the Faculty Director undertake the Appraisal. The direct Line Manager will carry out the appraisal once every two or three years depending on the make - up of the Curriculum Area Management Team.

For Support Staff – all other members of staff who do not have responsibility for managing staff:

The Performance Appraisal will be undertaken by the direct Line Manager.

Preparation

If a member of staff requests that an Appraisal be undertaken through the medium of Welsh the College will endeavour to meet these requirements.

Managers:
Prior to an Appraisal the Manager will receive outcomes of the Questionnaire for People Management/Leadership Capabilities. The outcomes will be used as part of the Appraisal process.

Managers and all Staff:
The Appraiser should contact the member of staff at least **four** weeks prior to the desired Appraisal date to agree time and venue. The Appraiser will provide to the member of staff the documentation electronically.

Documentation will be completed by the member of staff and returned to the Appraiser, electronically, at least **two** weeks prior to the Appraisal Meeting.

One of the new features of the Appraisal Process is that members of staff and their Appraisers will be asked to provide supporting evidence/comments as justification in certain sections. These may form the basis of discussion with a view to agreeing a grade for their performance for each assessment area, where appropriate, with their line manager at the appraisal meeting.

Performance Grading:

E - Excellent	Consistently exceeds requirements
G - Good	Meets requirements to a satisfactory and consistent level
A - Adequate	Meets requirements at time but may be inconsistent and requiring additional help
U - Unsatisfactory	Works below requirements

Having received the documentation from the member of staff it should be reviewed by the Appraiser and comments added where appropriate. The documentation should then be returned to the employee prior to the Appraisal meeting to review the comments of the Appraiser.

4. PROCEDURE

The process for all groups of staff will involve

Looking Back –

- review of performance against previous targets
- any other achievements and
- previous year's staff development activities.

Current Performance

- Performance against the key requirments of the role

Focus on the Future

- Consideration of targets
- Training, Coaching, or other developments needs
- Professional ambitions

Targets/Objectives should be SMART (Specific, Measurable, Achievable, Realistic and Timely) unless they relate to changes in behaviour/attitude.

Please note that where a member of staff continually fails to achieve the target(s)/objective(s) to the required standard this may lead to invoking the Disciplinary Process or Capability Procedure as appropriate.

Where the level of performance is assessed as 'A' (Adequate) or 'U' (Unsatisfactory) – this must be addressed in the next year's targets. However, achieving 'G' (Good) or 'E' (Excellent) does not necessarily negate the need for targets.

Please note that Long Course Applications will only be accepted if it has been identified by the Performance Appraisal Process.

5. BENEFITS FOR THE MEMBER OF STAFF?

- a clearer understanding of their job
- an opportunity to apply for threshold progression and demonstrate teaching excellence
- highlight of possible future developments and improvements
- an opportunity for their talents and efforts to be recognised and valued
- an opportunity to highlight areas where they may feel they need further development in skills and/or confidence
- increased job satisfaction and motivation
- shared perceptions about their work and the way in which it is to be done and the issues which face the College as a whole

- better planning of their own professional and career development
- an opportunity to give and receive feedback from the appraiser about performance
- an opportunity for specific targets to be identified and agreed with the individual which will contribute to the College's overall improvement and the achievement of its business goals.

6. WHAT ARE THE POTENTIAL BENEFITS OF STAFF APPRAISAL FOR THE COLLEGE?

- increased clarity of all staff about their responsibilities
- better professional relationships
- the creation of a more open style of management
- better communication between staff
- a more supportive environment for staff
- improved motivation and morale
- the accurate diagnosis of individual training needs which will be linked to the needs of the College so that resources are made available to meet them
- staff priorities can be more accurately clarified and determined and guided by an understanding of College objectives and policies
- College and individual staff aims can be co-ordinated
- the creation of a positive attitude to change and improvement through the setting of achievable targets for each individual.

7. ETHOS/CLIMATE OF APPRAISAL

In order to obtain the maximum benefit for both staff and the College it is essential that:

- participants' behaviour during Appraisal is non-condemnatory
- staff contributions and participation are valued highly
- a climate of trust and mutual support is established and maintained
- Appraiser and Appraisee meet on equal terms
- listening is seen to be as important as advising
- targets set will be mutually agreed

8. CONFIDENTIALITY STATEMENT

- APPRAISAL Documentation - this will be the formative document. It will be confidential and will remain the property of the Appraisee. Access will be through agreement between the Appraisee and Appraiser
- ACTION PLAN - will be the summative document - access will be restricted to immediate Appraiser /Line Manager/ /Director/ HR/Staff Development facilitators
- There will be an obligation on all Appraisers to maintain confidentiality at all stages
- There will be an assurance that this record will not be used, by any party, other than those already identified, for any purpose other than the PMAR and Appraisal processes.

9. EQUAL OPPORTUNITIES STATEMENT

- This scheme will operate within the terms of College's Strategic Quality Plan and will ensure that Appraisers do not discriminate on grounds of age, disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex, or sexual orientation.
- It will be used positively and as a means of further promoting good practice in the field of Equal Opportunities within the College.
- Appraisals will be operated fairly and equitably for all staff. Training will be provided for Appraisers and Appraisees to ensure that they are fully aware of the legislation covering Equal Opportunities and to make certain that direct or indirect discrimination does not occur.
- Every effort should be made to conduct Appraisal Interviews in the language of the Appraisee's choice.

10. APPEALS PROCEDURE

LIKELY CAUSES OF APPEAL

- A significant and enduring failure in effective communication, or lack of constructive criticism or loss of trust between the parties
- The Appraisee concluding that the Appraiser's judgement of the situation is unreasonable, unfair or simply wrong
- Objection by the Appraisee to any aspect of the content or conduct of the appraisal procedure, if such objection cannot be resolved by informal discussion between the two parties, including reference for the next academic year
- When the Appraiser attempts to establish what the Appraisee believes are unfair or unrealistic targets, or goals, or performance expectations, for the next academic year
- Failure to accept the allocated Appraiser.

DISAGREEMENTS

If disagreements emerge during the Appraisal process before the preparation of the Action Plan, which cannot be resolved at that time, one or more of the following steps may be adopted with the agreement of both the Appraiser and Appraisee. The following action should be taken within twenty days of the Appraisal meeting.

STAGE 1 (Informal)

1. Agree to record the disagreement on the Action Plan Proforma.
2. Postpone the meeting and reconvene at a later date
3. Request the Director to consider the disagreement and propose options to resolve the dispute. If the disagreement involves the Director – an alternative Director should be asked to consider the disagreement and propose options to resolve the dispute.

In the event of no satisfactory and mutually acceptable alternative:

STAGE 2 (Formal)

The Assistant Principal (Teaching, Learning & Quality) will conduct an investigation into the disagreement and propose options to resolve the dispute. If the disagreement involves the Assistant Principal (Teaching, Learning and Quality) an alternative member of the Executive will conduct the investigation.

Agreed records of each case considered under the Formal Appeals Process (Stage 2) will be retained for the duration of the Appraisal cycle. Access to these records will be restricted to parties to the original appeal.

STAGE 3

If a satisfactory solution is not found then the Appraisee should invoke the appropriate Grievance Procedure.

11. TRAINING AND MONITORING

A list of designated Appraisers will be compiled.

Training will be provided for all appraisers.

Awareness raising sessions for all staff will take place on the Staff Appraisal scheme.

A questionnaire will be sent to all Appraisees, to ascertain how satisfactory the appraisal process has been, on an annual basis.

EVIDENCE 1:7

colegsirgâr

Nia Wyn Williams

PEPI Performance Excellence Plan

Appraisal Report 2017/2018

Line Manager/Appraiser: Catherine Hill

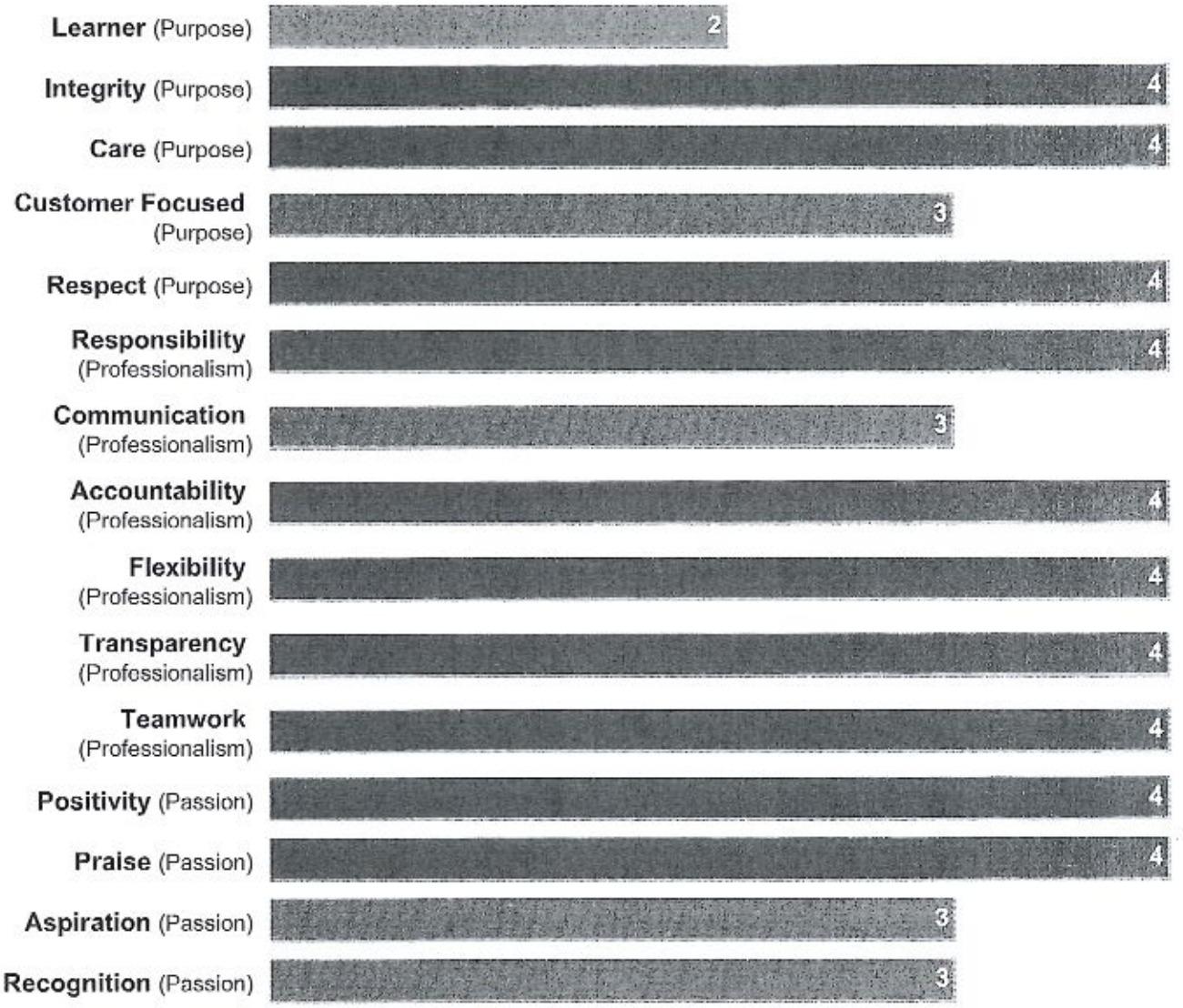
Section/Faculty:	Human Resources / Human Resources and Wellbeing
Telephone/Email:	8154 / nia.williams@colegsirgar.ac.uk
Campus	Graig

04 Jun 2019

Looking Back

Looking Back
Not applicable
Job description
Over the last six months I feel that I have contributed well to the administration of the recruitment and selection process which include: -Responding to requests for information concerning new vacancies. -Processing letters of invitation for candidates to attend interviews. -Organisation of selection panels, accommodation, refreshments etc. - Preparation of interview packs and distribution of information to appropriate staff prior to interviews. -Processing letters to request references. I have also enjoyed assisting with the administration process relating to sickness absences and working closely with Laura and payroll. Other generic admin duties I feel I have done well is: - Ensuring that all incoming mail and outgoing mail is distributed appropriately and timely. -Keeping up with filling. - Ensuring levels of stationery are maintained and ordered as necessary. -Updating the probabtionary review and induction spreadsheets and chasing any that are outstanding. - Assisting with all tasks associated with the EWC administration. - Assisting with note taking of the Equality and Diversity Meetings. -Organising the downstairs filing room with regards to leavers. Duties I would like to undertake would be: - To shadow interviews/ be on the panel in the future. - To support Sam with staff development. - Assist Rosie with Part Time Contracts and DBS checks. - Uploading sick to payroll. - Help with Starters.

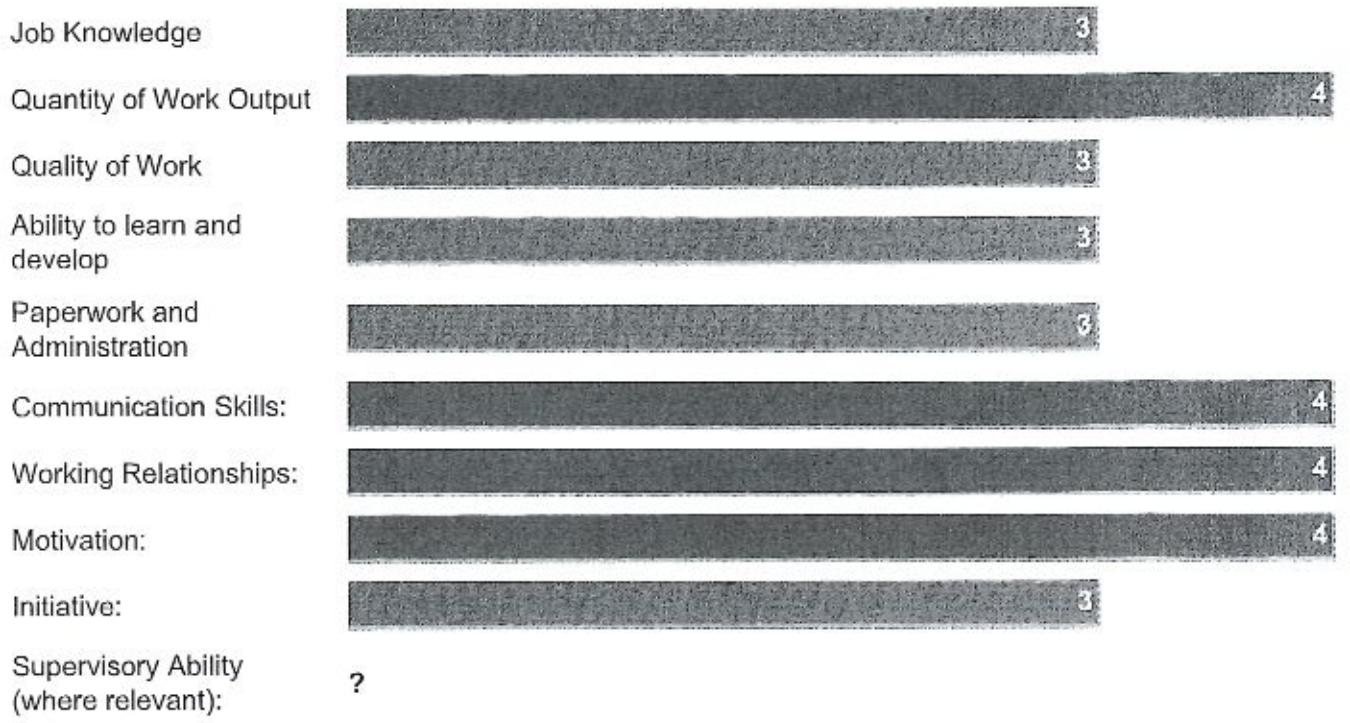
Values & Behaviour



Values & Behaviour

Purpose (overall score)		**3.4**
1.	**Learner** I always put learners first in any decisions that I make in my role,	2
2.	**Integrity** I always act with the utmost integrity, being honest and having strong moral principles,	4
3.	**Care** I ensure the wellbeing of learners and fellow colleagues,	4
4.	**Customer Focused** My behaviour mirrors that of an institution striving for excellence, delivering equality and diversity principles and engaging with a wide range of stakeholders,	3
5.	**Respect** I give due regard for the feelings, wishes, or rights of others,	4
Professionalism (overall score)		**3.8**
6.	**Responsibility** I act responsibly in my role,	4
7.	**Communication** I communicate well using words, sounds, signs, or behaviours to express thoughts and feelings,	3
8.	**Accountability** I take account of my activities and actions, accept responsibility for them, and disclose the results in a transparent manner,	4
9.	**Flexibility** I am always willing to change or compromise for the good of the learner or the institution,	4
10.	**Transparency** I provide clarity, honesty and openness when in work,	4
11.	**Teamwork** I work well in a team environment, cooperating with people to reach a common set of goals,	4
Passion (overall score)		**3.5**
12.	**Positivity** I have a positive attitude, providing solutions to problems rather than complaining about them,	4
13.	**Praise** I praise learners and fellow colleagues when appropriate,	4
14.	**Aspiration** I motivate my learners and follow colleagues to drive to an ambition of achieving something perceived to be out of their reach,	3
15.	**Recognition** I acknowledge excellent work when it is achieved,	3

"Support Staff" Questions



"Support Staff" Questions

Job Knowledge (overall score)	**3**
1. How well do you understand your job, its responsibilities and the procedures associated with it, (You may wish to review your job description).	3
Quantity of Work Output (overall score)	**4**
2. Including, for example, promptness in completing tasks that are allocated and reliability in meeting deadlines.	4
Quality of Work (overall score)	**3**
3. Including, for example, accuracy, the degree of supervision required and the extent to which objectives have been effectively met.	3
Ability to learn and develop (overall score)	**3**
4. The speed with which new duties and/or skills are mastered and your willingness to learn new things.	3
Paperwork and Administration (overall score)	**3**
5. Accuracy and timely completion of reports and other relevant paperwork.	3
Communication Skills: (overall score)	**4**
6. Your effectiveness in written (including e-mail) and verbal communication with colleagues, superiors, subordinates and/or customers.	4
Working Relationships: (overall score)	**4**
7. Your effectiveness in working as a member of a team and the quality of relationships with colleagues and/or customers.	4
Motivation: (overall score)	**4**
8. Your level of enthusiasm for your work and willingness to take different tasks on board and/or make extra effort, when asked.	4
Initiative: (overall score)	**3**
9. Your ability and willingness to come up with constructive ideas, offer suggestions and take responsibility.	3
Supervisory Ability (where relevant): (overall score)	**0**
10. Your ability to manage, motivate and lead staff effectively.	0

Looking Forward (Action Plan)

Targets, priorities or objectives for the next year should be agreed by the Line manager and member of staff in this section. These must be SMART i.e. Specific, Measurable, Achievable, Realistic, Timely; unless they relate to changes in behaviour/attitude.

#	Targets	Agreed target date	How will these be achieved and measured
1	To shadow interviews/ be on the panel in the future.	03/09/18	• Nia to shadow Charlotte, Laura and Rosy on interview panels where possible. Review then try on her own
2	Support staff development administration and organisation	15/08/18	• Work with Sam to learn processes and procedures associated
3	Assist with Part Time Contracts and DBS checks	03/09/18	• Work with Rosy to learn process and support and assist once confident
4	Uploading sick to payroll. - Help with Starters.	03/09/18	• Support these processes to ensure cover
5	CIPD	03/09/18	• Ongoing study

Email to demonstrate me giving an employee accurate information regarding appraisal.

Nia Williams - Re: PEPI

EVIDENCE 1:8

From: Sarah Mann
To: Nia Williams
Date: 04/07/2019 10:26
Subject: Re: PEPI

Hi Nia,

Thank you getting back to so quickly, really appreciate your help.

Many thanks
Sarah

Sarah Mann
PG Dip CIPP, Assoc.CIPP
Swyddog Pensiynau/Pensions Officer
Campws Graig Campus
Llanelli
SA15 4DN
Ffon/Telephone: 01554 748360
Ffacs/Fax: 01554 748097

Same day advice / information was given

>>> Nia Williams 04/07/2019 10:23 >>>
Hi Sarah,

PEPI can be found on the left hand side of the gateway. In order for your appraiser to carry out the appraisal you will need to select your line manager and also the "support staff" category. Once you have selected this, you are able to complete your side of the appraisal. You will be asked to complete the following sections:

Looking back

- Review of performance against previous targets
- Any other achievements
- Previous year's staff development activities
  Current performance

- Performance against the key requirements of the role
  Focus on the future
- Consideration of targets
- Training, coaching, or other development needs
- Professional ambitions

Most of these sections require you to rate yourself as unsatisfactory, adequate, good or excellent against certain scenarios. Once you are happy with this, it will be submitted to your line manager. Your line manager can agree or disagree with your rankings and add comments to each section. This will be sent back to you and it should be agreed

between the both of you when the appraisal should be held. During the formal appraisal meeting, your appraiser will explain why they disagree/agree with the rankings that you gave yourself. Towards the end of your appraisal meeting, you should both agree on SMART targets for the next academic year.

Hope this clarifies your questions. If you require any further help, please don't hesitate to contact me.

Kind Regards,

Nia

Nia Williams
Swyddog AD Cynorthwy-ydd/ Assistant HR Officer
Campus Graig Campus
Llanelli
SA15 4DN

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>>> Sarah Mann 04/07/2019 10:23 >>>
Hi Nia,

I have been asked by my line manager to complete an appraisal via the PEPI system. Where would I find this? I understand that this is a new system, so any help regarding how to use it would be much appreciated.

Many thanks,
Kind Regards,
Sarah

Sarah Mann
PG Dip CIPP, Assoc.CIPP
Swyddog Pensiynau/Pensions Officer
Campws Graig Campus
Llanelli
SA15 4DN
Ffon/Telephone: 01554 748360
Ffacs/Fax: 01554 748097

Personal Statement for L02:
To be able to support line managers to deliver performance management activities within the organisation

For L02, I will analyse the types of support needed by line managers at CSG in relation to performance management activities. I will provide evidence where I have provided support to line managers to develop their capabilities in performance management activities. I will provide evidence of where I have given direct assistance to managers in the delivery of staff performance and development reviews.

RTW discussions:

From discussions with various managers and email requests (Evidence 2:1), it is clear that line managers require more training around how to deliver RTW discussions and how to log the discussion on the system. It is also evident that line managers need more training around this, as from evidence 2:2 line managers are not sticking to the policy when it comes to conducting a RTW on the first 3 days of the employee returning. Evidence 2:3 is a document that I based my discussion on when conducting the training to support managers capability in performance management activities. The one to one training highlighted the purpose of a RTW, the preparation that the line manager should take and what kind of questions to ask. For instance, the line manager should welcome the employee back to work and make them feel good and check that they are fit to return. They should help the employee to openly discuss issues relating to their absence by exploring reasons for the absence, what caused it and whether there are any issues relating to their role. Line managers should also help the employee take responsibility for overcoming issues causing absence. They should also help the employee leave the meeting on a positive note. I also made line managers aware that the discussion and the outcome of the meeting needs to be recorded on the sick system. During these meetings, I showed the line managers where on the sick system this is recorded. I also highlighted that line managers need to make sure that all employees returning to work complete a SA128. From evidence 2:4 it is clear that employees are not completing a SA128 on the day they return to work. Line managers need to stress the importance of this to them at their RTW meetings so that HR and campus office update the sickness system. I also created an "instructions for the absence system" document to give to line managers to keep (Evidence 2:5).
Evidence 2.6 is confirmation from a line manager that the support given to her was effective, and that she felt confident in conducting a RTW discussion in the future.

Appraisals:

I decided that it was best to conduct appraisal training for all line managers on how to use the new appraisal system. By training all line managers, they would then be able to cascade their knowledge down to their employees on how to use the system. Evidence 2:7 is the PowerPoint that I used to present to line managers to support their capability. Evidence 2:8 is a list of managers that I emailed to arrange the session. This training session began with

getting all line managers to work in small groups to come up with benefits of appraisals for individuals, managers and the organisation. It goes on to explain the four key skills associated with conducting an effective appraisal being, listening, questioning, giving feedback and setting objectives. An explanation of how to do these effectively was explained to line managers in order for them cascade it down the organisation and improve performance management. As well as delivering the presentation, I demonstrated how to use the PEPI system. I also allowed for any questions to be asked by managers in order for everyone to learn from others. For managers that were unable to attend, I met up them individually and went through the presentation and PEPI system.

Evidence 2:9 was recorded from various one to one discussions from managers. This is confirmation from managers that the support given to them was effective and met requirements.

Evidence
L02

Nia Williams - Re: Training

From: Karen Rees
To: Nia Williams
Date: 08/07/2019 09:15
Subject: Re: Training

Perfect, thank you - see you later.

>>> Nia Williams 08/07/2019 09:11 >>>
Hi Karen,

Yes of course. Is 10am ok for you?

Kind Regards,
Nia

Nia Williams
Swyddog AD Cynorthwy-ydd/ Assistant HR Officer
Campus Graig Campus
Llanelli
SA15 4DN

Ffon/ Telephone: 01554 748154
Ffacs/Fax: 01554 748097

>>> Karen Rees 08/07/2019 08:17 >>>
Hi Nia

Would it please be possible for me to have some one to one training on 'Return to Work' discussions and how to record them on the Absence system?
I have some availability this morning, or is that too short notice for you? I will make other arrangements if it's not convenient today.

Diolch
Karen

18. outstanding RTW.

Exported	Id	assoc Group	Staff No	Name	Position	Sick - Absent	Sickness Reason	Start Date	End Date	SOF Exp Date	Presented SA128	Presented SoF	Presented HSR	Reminder 1	Reminder 2	RTW	RTW Status	Days Late
Yes	abs011468	Travel & Tourism	[redacted]	[redacted]	Lecturer	Sick	Stress	26/03/2019	29/04/2019	22/04/2019	Yes	Yes					Yes	86
No	abs011409	Entry & Childcare (CO'H)	[redacted]	[redacted]	Lecturer	Sick	Shingles	01/04/2019	28/06/2019	28/06/2019	No	Yes				[redacted]	Yes	6
Yes	abs011376	Campus Office - DNR	[redacted]	[redacted]	Caretaker	Sick	Kidney Stones	07/05/2019	31/05/2019	31/05/2019	Yes	Yes				[redacted]	Yes	34
Yes	abs011494	Entry & Childcare (CO'H)	[redacted]	[redacted]	Educational Support Assistant Casual	Sick	Asthma	15/05/2019	15/06/2019	n/a	Yes	N/A				[redacted]	Yes	50
No	abs011438	Hair & Beauty	[redacted]	[redacted]	Lecturer	Sick	Virus / Viral Infection	03/06/2019	04/06/2019	n/a	Yes	N/A				[redacted]	Yes	30
No	abs011466	Care, Childcare, Counselling (JP & SO'D)	[redacted]	[redacted]	Lecturer	Sick	Vomiting / Sickness	04/06/2019	07/06/2019	n/a	Yes	N/A				[redacted]	Yes	27
No	abs011461	Built Environment	[redacted]	[redacted]	Training Advisor/Assessor	Sick	Operations	03/06/2019	10/06/2019	n/a	Yes	N/A				[redacted]	Yes	24
No	abs011454	Care, Childcare, Counselling (JP & SO'D)	[redacted]	[redacted]	Lecturer	Sick	Stress	10/06/2019	30/06/2019	01/07/2019	Yes	Yes				[redacted]	Yes	4
No	abs011467	Travel & Tourism	[redacted]	[redacted]	Lecturer	Sick	Work Related Stress	12/06/2019	14/06/2019	n/a	Yes	N/A				[redacted]	Yes	20
No	abs011471	WBL Automotive Engineering	[redacted]	[redacted]	Training Advisor/Assessor	Sick	Headache	14/06/2019	14/06/2019	n/a	Yes	N/A				[redacted]	Yes	20
No	abs011475	Travel & Tourism	[redacted]	[redacted]	Training Advisor/Assessor	Sick	Hospitalised	17/06/2019	20/06/2019	n/a	Yes	N/A				[redacted]	Yes	14
No	abs011474	Bilingualism	[redacted]	[redacted]	Welsh Language Communication Manager	Sick	Sore Throat	17/06/2019	17/06/2019	n/a	Yes	N/A				[redacted]	Yes	17
No	abs011488	Built Environment	[redacted]	[redacted]	Lecturer	Sick	High Blood Pressure	19/06/2019	23/06/2019	n/a	Yes	N/A				[redacted]	Yes	11
No	abs011486	Counselling	[redacted]	[redacted]	Senior College Counsellor	Sick	Cold	20/06/2019	21/06/2019	n/a	No	N/A				[redacted]	Yes	13
No	abs011493	HR	[redacted]	[redacted]	Staff Development Co-ordinator	Sick	Operations	24/06/2019	30/06/2019	n/a	Yes	N/A				[redacted]	Yes	4
No	abs011509	CS	[redacted]	[redacted]	Support Technician	Sick	Chest Cold	25/06/2019	25/06/2019	n/a	Yes	N/A				[redacted]	Yes	9
No	abs011497	Built Environment	[redacted]	[redacted]	Lecturer	Sick	Stomach	26/06/2019	26/06/2019	n/a	Yes	N/A				[redacted]	Yes	8
No	abs011498	Care, Childcare, Counselling (JP & SO'D)	[redacted]	[redacted]	Lecturer	Sick	Stomach	26/06/2019	26/06/2019	n/a	Yes	N/A				[redacted]	Yes	8

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EVIDENCE 2.2

EVIDENCE 2:3

1 to 1. Guidance for managers on completing RTW interviews.

Appendix X
GUIDANCE ON COMPLETING RETURN TO WORK INTERVIEWS

colegsirgâr

It is vital that managers talk to employees returning from a period of sickness absence. This can help to identify any problems at home or in the workplace that may be impacting on work and demonstrate that the College is committed to managing attendance.
When dealing with attendance issues managers should ensure that they adhere to principles of sensitivity and confidentiality.

The purpose of a Return to work Interview (RTWI) is to:

- Make the employee feel welcome and valued upon their return and if appropriate to update them on any relevant issues or changes since their absence;
- Ensure that the employee is fit to return;
- Ascertain the likelihood of any reoccurrence;
- Establish whether there are any underlying problems that are preventing regular attendance and determine what can be done to remedy those problems. Any information given must be kept confidential and if appropriate specific details relating to medical treatment or any underlying problems need to be kept confidential and recorded on the RTWI form.
- Offer support to the employee, if appropriate;
- If appropriate to the type of absence, provide an opportunity to reinforce the importance of the employees role in the service area; the effect of the absence on the department and the University expectations for regular attendance at work.

The RTWI will normally be relatively brief and informal. Managers will be required to make necessary arrangements to undertake the discussion with an employee upon their return to work and unless wholly impracticable, within 5 working days. In all situations the RTWI should be held face to face, however, if this is not appropriate then in exceptional circumstances this can be done over the phone.
There may be circumstances where the nature of the absence may require the interview to be conducted by a person of the same sex. In such circumstances the manager would make the necessary arrangements for an appropriate manager to conduct the interview.
Managers will be expected to complete the RTWI form during the discussion and maintain a confidential record of each discussion including any action to be taken following the RTWI.

Preparation

Managers should carry out some simple steps in preparation for the return to work interview:

- Understand the facts relating to the most recent absences and past absences
- Review attendance records for any growing absence frequency, patterns of days off or repetitive reasons given for absence
- Understand any facts around patterns or trends
- Ensure any statements made can be substantiated
- Be open minded
- Find a suitable private area for the interview
- Allow enough time
- Ensure that the employee is aware that a standard form will be completed so that arrears likely to be discussed are not a surprise for the employee.

The RTWI form sets out the structure for the RTWI. Managers should use the **WARM** (**W**elcome **A**bsence **R**esponsibility **M**ove on) mnemonic as a guide to conducting the interview to ensure that all points are covered. Obviously each return to work interview will be a unique occasion for the manager and employee. Managers should apply good practice skills to conducting the discussions to ensure that it is handled with sensitivity.

Welcome – helping the employee to feel good about returning to work

- create a non-threatening and supportive atmosphere
- welcome the employee back and tell them they have been missed
- if appropriate, check they are fit to return to work

Absence – helping the employee to openly discuss issues relating to their absence

- explore reasons for the absence, what caused it and whether there are any issues relating to their role
- if the absence relates to the employees private life, avoid counselling them or advising them – other than establishing if work is making things worse
- ask questions in an understanding way and listen courteously
- discuss any previous absences and seek explanation on any patterns
- be sensitive to personal problems and illnesses and be prepared to refer them to any relevant available support, referral to Occupational health
- show that you're listening, be constructive, avoid confrontation but do ask questions to get to the bottom of things – find out if underlying problems exist
- offer solutions where these are within your power, Managers should not commit themselves to any measures that they cannot fulfil. Therefore for some measures there may need to be further discussion with more senior management before commitment can be made.
- if there is a problem which will cause persistent absence, discuss this further and agree a plan that will lead back to full attendance
- discuss the effect of the absence on colleagues and the organisation and motivate the employee to overcome any problems leading to absences

Responsibility – helping the employee take responsibility for overcoming issues causing absence:

- this part of the meeting is most relevant to cases where absence is likely to re-occur and, therefore, may not be relevant to instances of one off absences
- ensure the employee understand it is their obligation to come to work and therefore being absent is their problem
- ensure the employee understands it is their responsibility for solving problems that are resulting in them being absent from work
- ask the employee what they are going to do to improve their attendance
- ask the employee to take ownership and accept responsibility for taking the action necessary to improve their attendance
- do not ask for a guarantee from the employee to be at work every day, but do ask that they do everything they can to fulfil their responsibility to come to work

Move on – helping the employee leave the meeting on a positive note – this is vital

- express confidence in the employee's ability to attend work in the future, if applicable
- brief the employee on events that have occurred during their absence
- discuss work that needs to be done to catch up
- thank them for meeting with you

Outcome of the Discussion – You need to indicate what the outcome of the discussion is document the reasons for this decision. This decision should be made in line with the Sickness Absence Management Policy and Procedure.

The RTWI form must be signed and dated by the manager and the employee and sent confidentially to the HR Department. A copy should be made and retained by the manager, stored securely and destroyed after 2 years.

49 Outstanding SA128. 01/01/19 → 4/07/19

Exported	Staff No	Name	Position	Sick/Absent	Absence Reason	Type of Absence	Sickness Reason	Start Date	End Date	Presented SA128	Presented SoF	Presented HSR	Reminder 1	Reminder 2	RTW
			Lecturer	Sick			Migraine	02/07/2019	n/a						
			Executive Personal Assistant	Absent	Compassionate Leave			26/06/2019	n/a						
			Executive Personal Assistant	Absent	Compassionate Leave			26/06/2019	n/a						
			Lecturer	Sick			Anxiety	08/04/2019	n/a						
			Lecturer	Sick			Chicken Pox	12/04/2019	12/04/2019						
			Caretaker	Sick			Diahorrea	12/02/2019	14/02/2019						
	Notes :		Dear informed me on Tuesday that he will not be in on Wednesday either and hopes to be back by Thursday.												
			Lecturer	Sick			Miscellaneous	14/06/2019	n/a						
			Lecturer	Absent	Time Off For Dependents			13/05/2019	13/05/2019						
	Notes :		Jayne left at 10.10 to take son to Glangwili with suspected appendicitis.												
			Lecturer	Absent	Time Off For Dependents			13/05/2019	13/05/2019						
	Notes :		Jayne left at 10.10 to take son to Glangwili with suspected appendicitis.												
			Learner Support Mentor	Sick			Myocardiac Infarction	11/02/2019	n/a						
			Labourer	Sick			Miscellaneous	04/07/2019	n/a						
			Lecturer	Sick			Vomiting / Sickness	02/07/2019	n/a						
			Educational Support Assistant	Sick			Laryngitis	24/06/2019	n/a						
			Senior College Counsellor	Sick			Cold	20/06/2019	21/06/2019						
			Lecturer	Sick			Tonsillitus	17/06/2019	n/a						
			Caretaker	Sick			Post Op Recovery	24/05/2019	n/a						
			Educational Support Assistant Casual	Absent	Time Off For Dependents			24/01/2019	24/01/2019						
			Educational Support Assistant Casual	Absent	Time Off For Dependents			24/01/2019	24/01/2019						
			Lecturer	Sick			Anxiety	04/02/2019	n/a						
			Part Time Lecturer	Sick			Vomiting / Sickness	01/07/2019	n/a						
			Part Time Lecturer	Sick			Neck Injury	09/05/2019	n/a						
			Administrative Assistant	Sick			Miscellaneous	28/01/2019	n/a						
			Lecturer	Sick			Shingles	03/04/2019	28/06/2019		1				
			Lecturer	Sick			Sickness (Misc.)	11/03/2019	17/03/2019						
			Lecturer	Sick			Hospitalised	19/11/2018	03/03/2019		1				
			Lecturer	Sick			Eye Injury	10/05/2019	n/a						
			Learning Support Assistant Casual (LLA)	Sick			Anxiety	14/05/2019	n/a						
			n/a	Sick			Vertigo	21/03/2018	31/01/2019		1				
			Learning Support Assistant (LLA)	Sick			Operations	13/05/2019	n/a						
			Assistant Curriculum Head	Sick			Stress Work Related	25/03/2019	n/a						
			Head of Development/Systems Network Dev.	Sick			Vomiting / Sickness	01/07/2019	01/07/2019						
			Development Officer	Absent	Compassionate Leave			17/01/2019	18/01/2019						
			Development Officer	Absent	Compassionate Leave			17/01/2019	18/01/2019						
			Marketing Officer (PR and Media)	Sick			Vomiting / Sickness	01/07/2019	02/07/2019						
			Administrative Officer	Sick			Persona	09/04/2019	12/04/2019						
			Administrative Assistant	Absent	Time Off For Dependents			03/07/2019	n/a						
			Administrative Assistant	Absent	Time Off For Dependents			03/07/2019	n/a						
			Lecturer	Absent	Time Off For Dependents			01/07/2019	n/a						
			Lecturer	Absent	Time Off For Dependents			01/07/2019	n/a						
			Lecturer	Sick			Anxiety	08/04/2019	21/06/2019		1				
			Lecturer	Sick			Anxiety	08/04/2019	21/06/2019		1				
			Lecturer	Sick			Pleurisy	10/05/2019	n/a						
			Lecturer	Absent	Compassionate Leave			16/05/2019	17/05/2019						
			Lecturer	Absent	Compassionate Leave			16/05/2019	17/05/2019						
			Technician	Sick			Anxiety	05/03/2019	n/a						
			Lecturer	Sick			Sickness (Misc.)	01/07/2019	01/07/2019						

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EVIDENCE 2:4

EVIDENCE 2:5

Instructions for the CSG Absence System

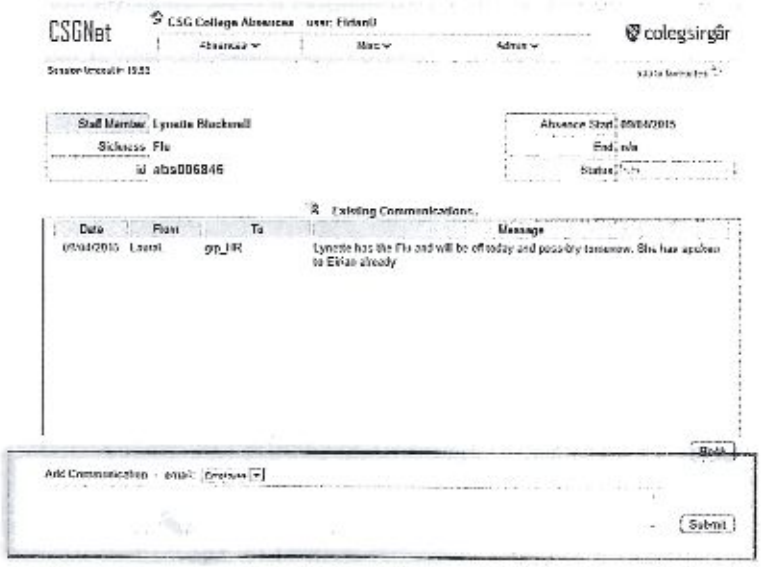
Recording Communications & Return To Work

1. Campus Office will enter the absence on the first day of absence, they will select a management group and attach a message which will be sent to the line managers associated with that group.

   This will trigger an email notification to that management group. The email will come from CSGCollegeAbsences@colegsirgar.ac.uk.

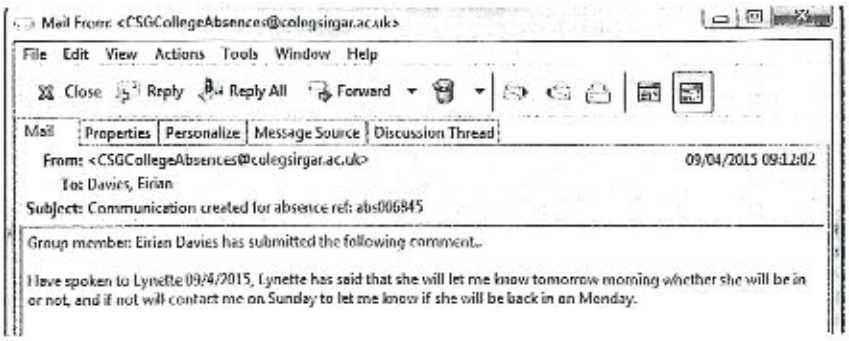
   Follow the link within the email to take you to the absence system:

2. The absence record for that employee will be displayed. Here you can add communication notes from conversations that you have had with the employee or with other managers in relation to this absence.

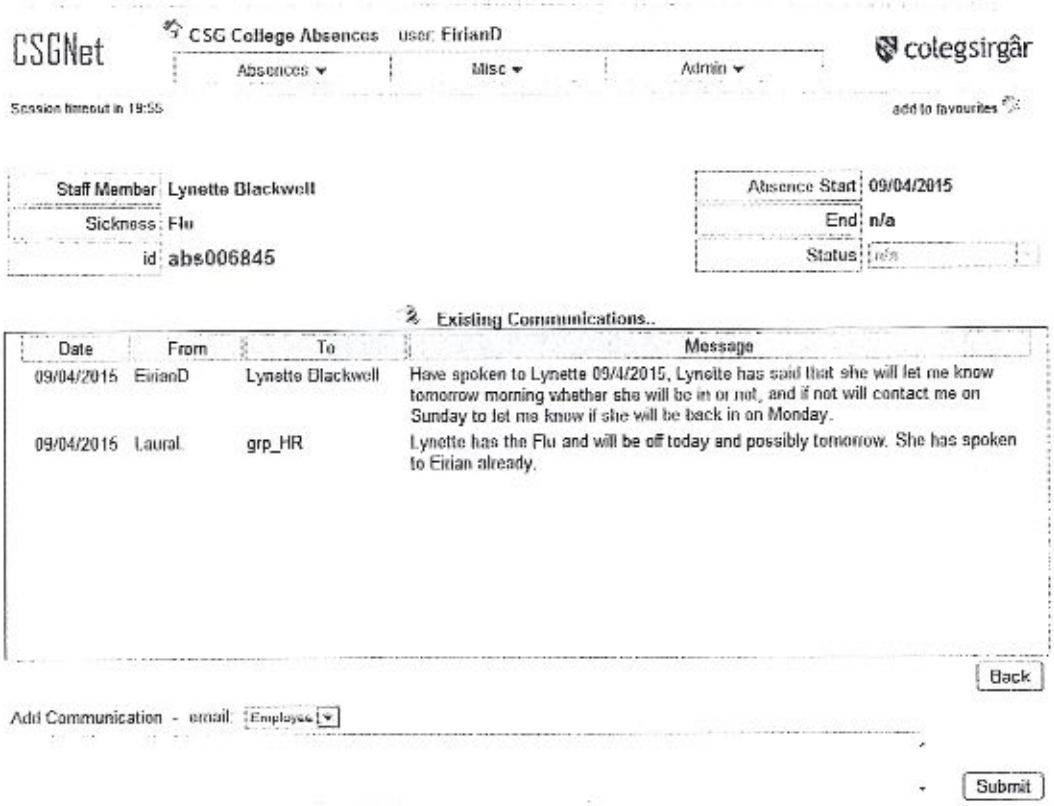


   N.B When you enter a communication it will generate an email that will contain the details of that note. You can select from the drop down list whether this notification goes to the employee, the management group or both. **Please note, regardless of who is selected the note will be recorded in the "existing communication box" and the employee and management group will be able to view these comments.**

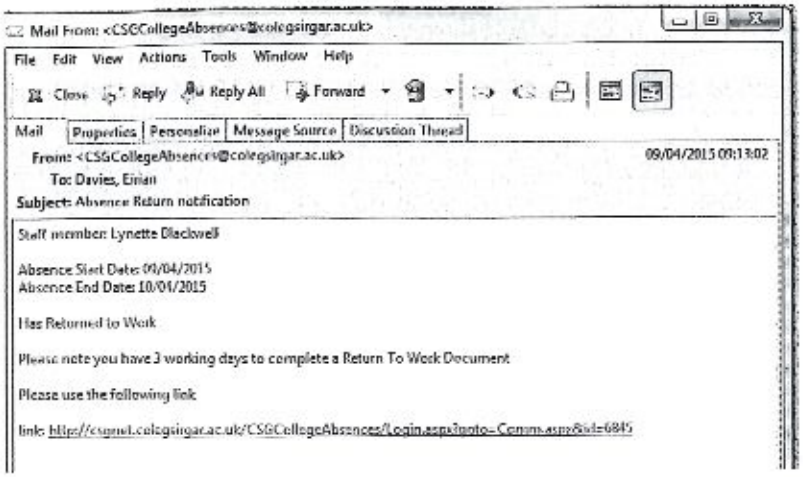
For example, this would be the email that would be received:



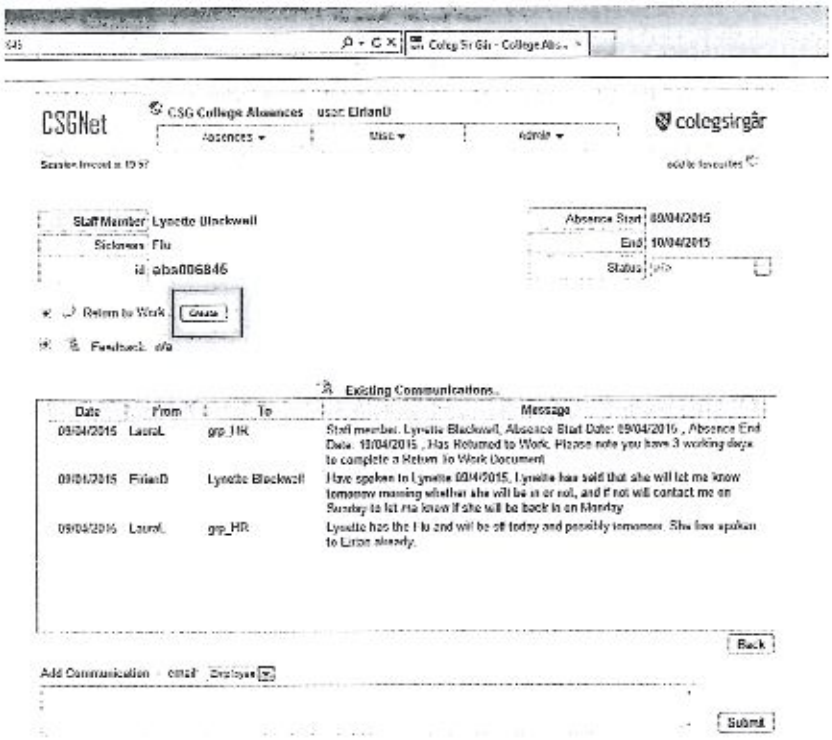
And this is how it would be displayed on the system:



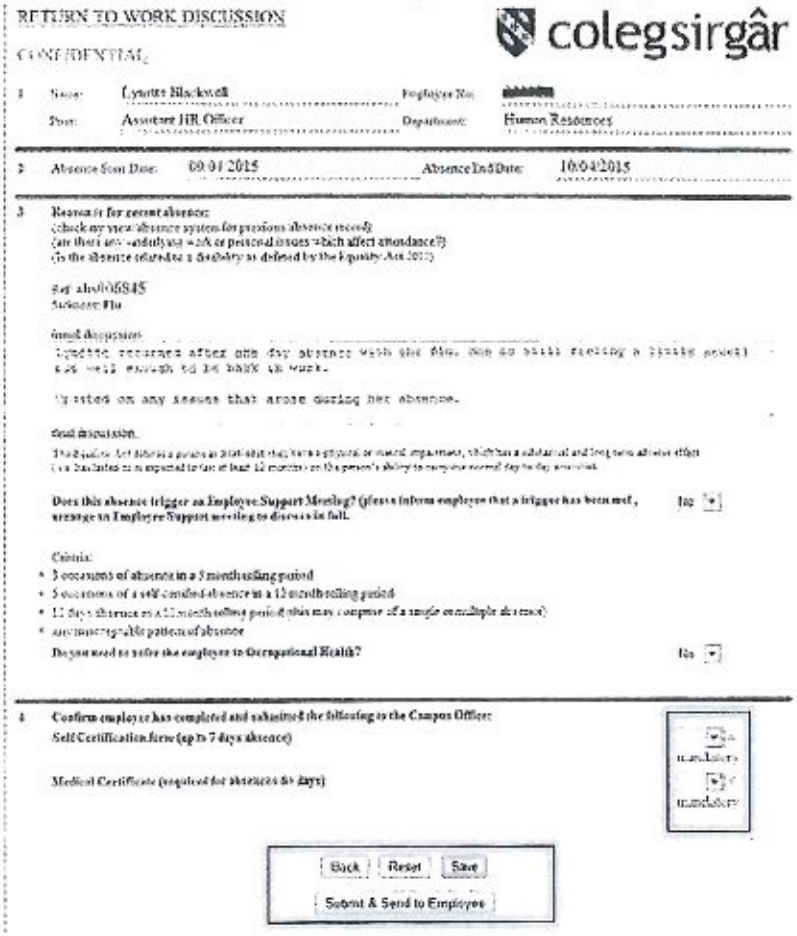
3. When the employee returns to work, they must notify campus office. When campus office enter the end date of the absence an email notification will be generated to the management team to advise you that a return to work needs to be completed:



The link will take you back to the absence screen where you will now be able to access the return to work documents. You will need to select "Create" button



4. Carry out the return to work discussion and log the details under the relevant sections. You will need to complete each section as the system won't allow you to save it if any are missing.


RETURN TO WORK DISCUSSION

CONFIDENTIAL

colegsirgâr

1 Name: Lynette Blackwell Employee No: [redacted]

Post: Assistant HR Officer Department: Human Resources

2 Absence Start Date: 09/04/2015 Absence End Date: 10/04/2015

3 Reason(s) for recent absence:
(check my view/absence system for previous absence record)
(are there any underlying work or personal issues which affect attendance?)
(Is the absence related to a disability as defined by the Equality Act 2010)

Ref: abs006845
Sickness: Flu

Initial discussion:
Update received after one day absence with the view that she will still having a little cough but will aim to be back in work.

Visited on any issues that arose during her absence.

final discussion:
The Equality Act defines a person as disabled if they have a physical or mental impairment, which has a substantial and long-term adverse effect [illegible] is expected to last at least 12 months or is a person's ability to carry out normal day-to-day activities.

Does this absence trigger an Employee Support Meeting? (if yes inform employee that a trigger has been met, arrange an Employee Support meeting to discuss in full. No

Criteria:
- 3 occasions of absence in a 3 month rolling period
- 3 occasions of a self-certified absence in a 12 month rolling period
- 12 days absence in a 12 month rolling period (this may comprise of a single or multiple absence)
- any unacceptable pattern of absence

Do you need to refer the employee to Occupational Health? No

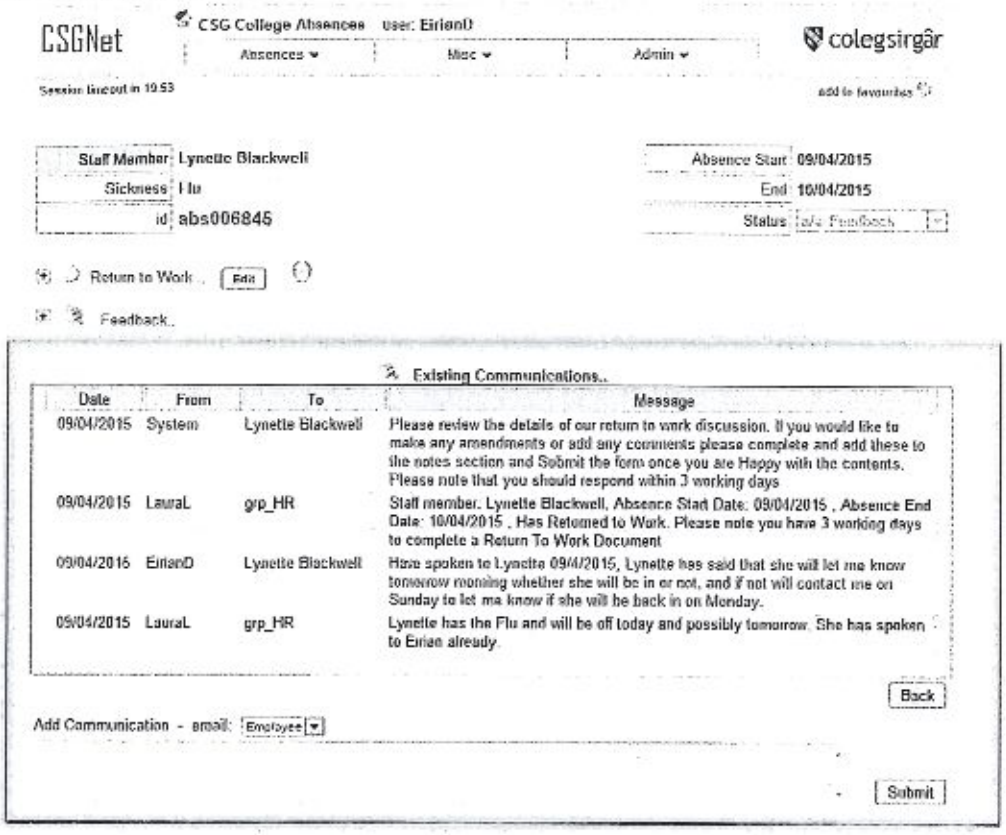
4 Confirm employee has completed and submitted the following to the Campus Officer:
Self Certification form (up to 7 days absence) No
mandatory
Medical Certificate (required for absences 8+ days) No
mandatory

Back Reset Save
Submit & Send to Employee

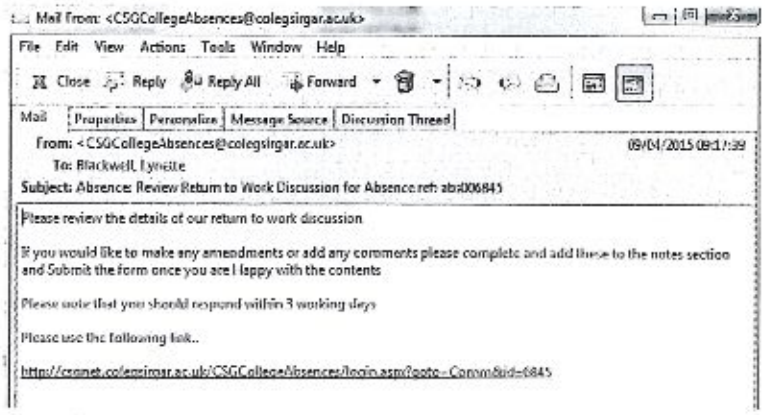
Once you have completed the form you have the option to "reset", "save" or "submit and send to employee".

- Reset will clear all details from the document
- Save will allow you to save what you have done so far and return to complete at a later date.
- Submit & Send will send the details of the return to work to the employee to review and provide feedback.

5. Here you can see an example of the communication box and how a picture of the history of the absence is created:

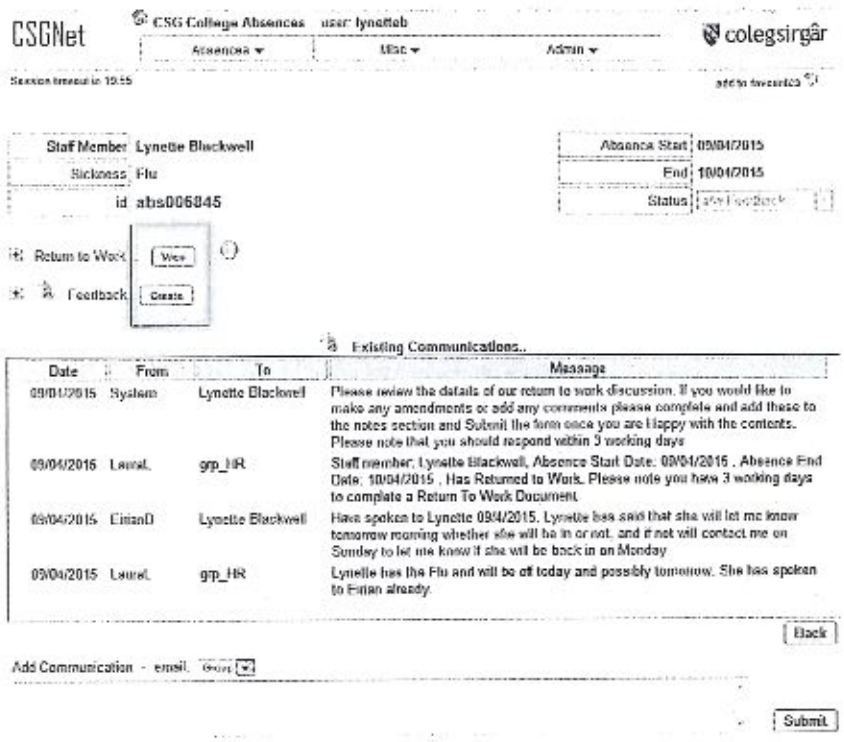


6. Once you have submitted the return to work document to the employee, they will receive an email notification as below:

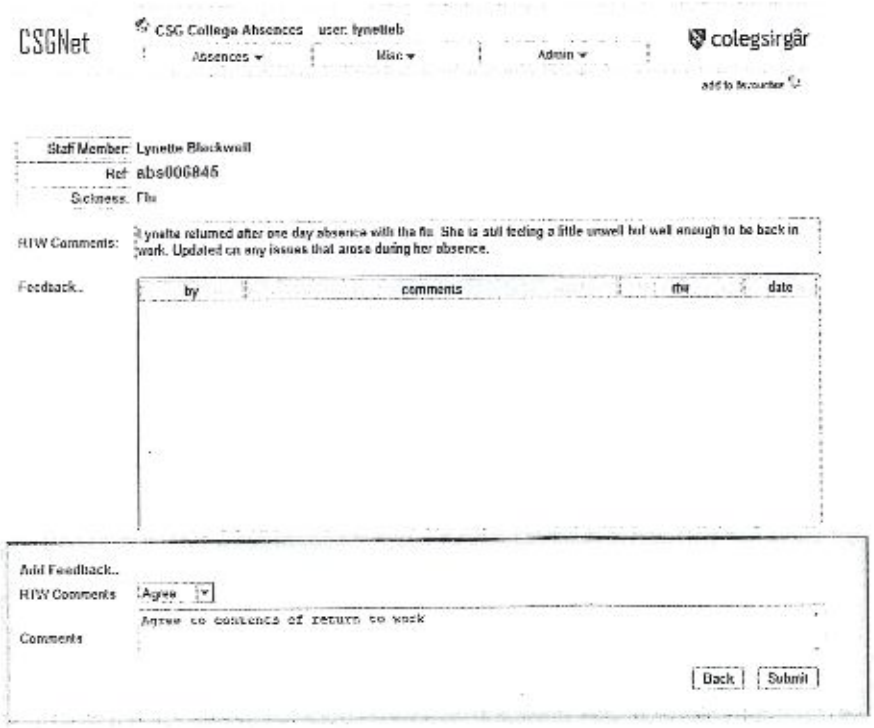


They will need to select the link which will take them to their absence screen in order to review the return to work details, provide feedback and confirm .

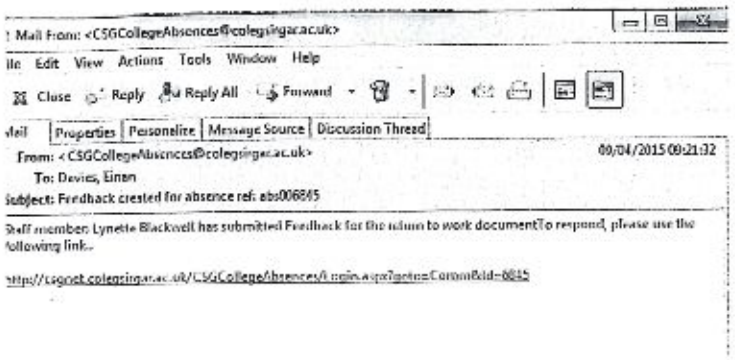
7. The employee will need to "view" the return to work, and then "create" the feedback. *(NB, This is in the employees view, as you can see they can see all the communication that has been logged against their absence)*



8. The employee will need to select "Agree" or "Disagree" with the contents of the return to work and add a comment if need be and submit:

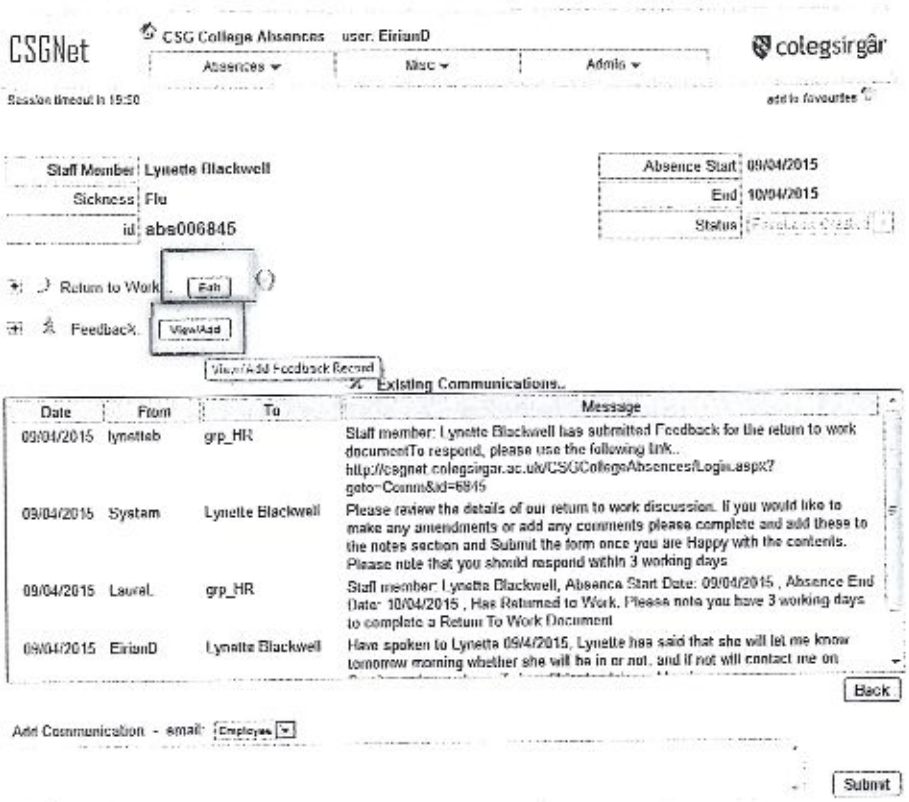


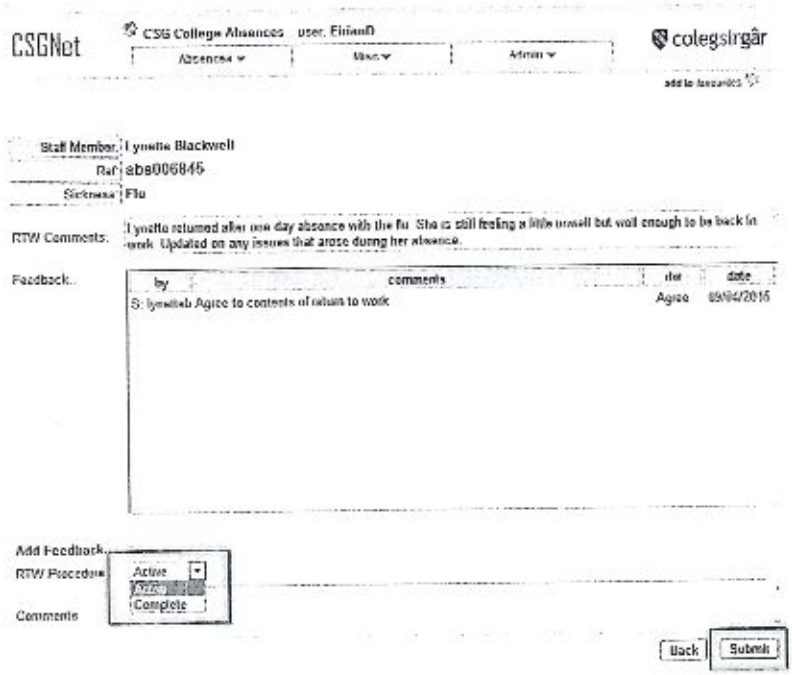
9. Once the employee has submitted their feedback, you will receive an email notification:



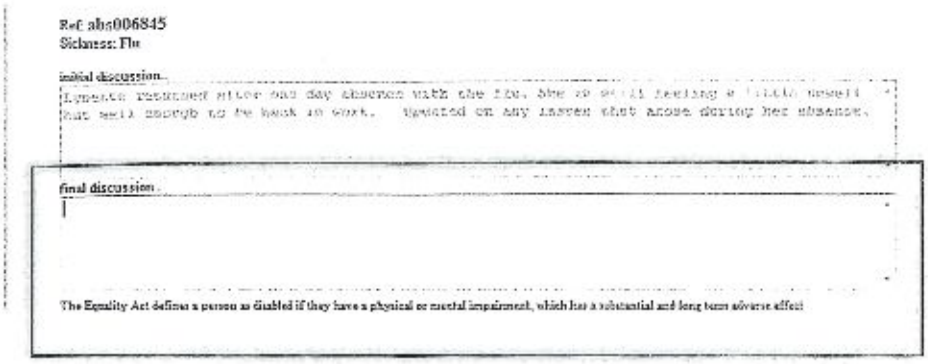
You will need to review the feedback and finalise the Return to Work.

10. To "View" the feedback.





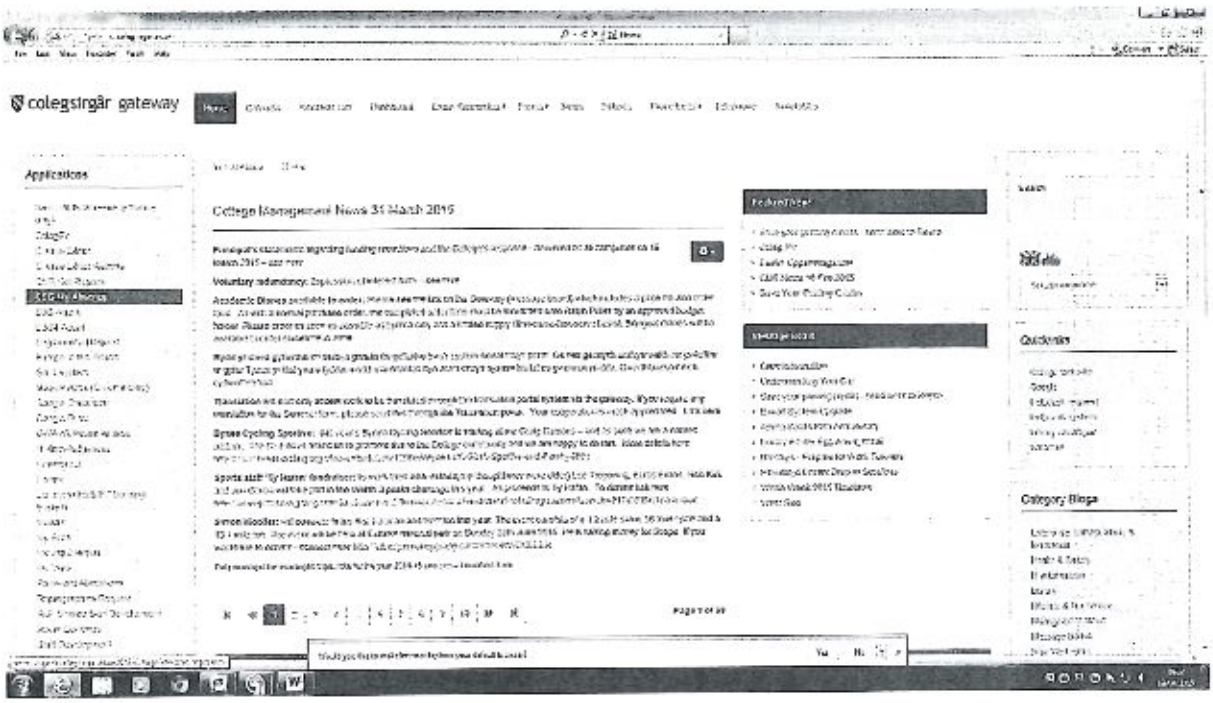
If the employee has disagreed or wants to add additional comments you will need to select "Edit" next to the "Return to Work". You will then be able to add comments into the "Final Discussion" section of the return to work form. Please repeat the process as above until all parties have agreed to the details recorded.



If the employee has agreed to the detail, select from the drop down list that the return to work procedure is "complete", add a comment if necessary and "submit". This will Automatically generate a notification to HR that a return to work has been completed. HR will review and finalise the process and will also be monitoring any outstanding return to work discussions.

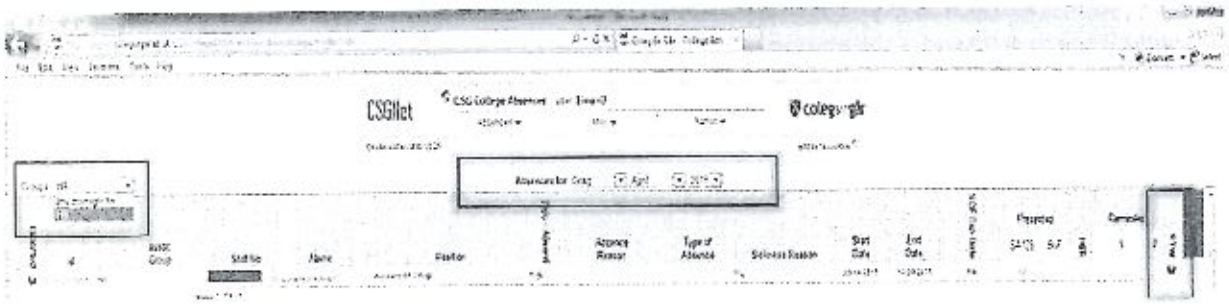
Viewing Your Staff Absences

You can access the CSG Absence system through the Gateway "CSG My Absence"



Under "Group", you will be able to select the relevant area/departments absences you wish to view, if any of your staff are off they will be displayed here. You can select the "campus", "month" and "year" of absence. You will only be able to view the staff associated to you. (you may need to use MyView to view absences prior to 01/04/2015)

You will also be able to select the coloured dot under "RTW" column which will take you to the Return to work and communication documentation for that individual. The colour coded dots have a key at the bottom of the page which will identify at what stage of the process the return to work is at.



Employees can also access the system in the same way, however they will only be able to view their own absences:

EVIDENCE 2:6

Nia Williams - Training

From: Karen Rees
To: Nia Williams
Date: 08/07/2019 12:57
Subject: Training

Hi Nia

Just wanted to say a big thank you for your time earlier today.
The training was really useful and you covered all the areas of concern that I had.
Hopefully I will be able to undertake the RTW discussions with confidence and update the Absence system accordingly.
Also thank you for the offer of further training should I need it.

Diolch
Karen

EVIDENCE 2.7

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Appraisal Process and Appraisal Skills

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CAPITAL LAW

Objectives

- Focus on practical skills to enhance your ability to conduct a highly effective appraisal.
- Focus on the four key skills associated with conducting an effective appraisal :
  - ✓Listening,
  - ✓Questioning,
  - ✓Giving feedback
  - ✓Setting objectives
- Explore Emotional Intelligence and how this can assist you when managing performance.

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ACTIVITY 1

Why bother with appraisals???

What are the benefits of an appraisal to:

- The individual?
- The manager?
- The organisation?

What are some of the challenges that you face when conducting the annual performance management meetings?

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BENEFITS

- enhance the quality of the students' learning experience
- help staff towards achieving their professional potential
- enable the College to advance its Purpose and Strategic Priorities
- provide staff with an objective measure of their contribution to the College's overall performance
- promote an individual's professional and personal development.

College Benefits

- provide a process for the monitoring, measurement and objective assessment of professional performance
- establish a mechanism for constructive dialogue concerning the performance of the individual in relation to the institutional objectives
- enable the identification of an individual's strengths and areas for development leading to the formulation of appropriate training needs and professional development goals
- ensure that the abilities, needs and views of individuals will influence the College planning process
- develop higher standards of staff performance and greater job satisfaction.

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Definitions

ACAS states that:
"Managing employees' performance is a continuous process. It involves making sure that the performance of employees contributes to the goals of their teams and the business as a whole. The aim is to continuously improve the performance of individuals and that of the organisation."

Other definitions:
"Performance management is a means of getting better results from the organisation, teams and individuals by understanding and managing performance within an agreed framework of planned goals, objectives and standards."

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Clarify

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Appraisal Skills

•Focus on the four key skills associated with conducting an effective appraisal :

- ✓Listening,
- ✓Questioning,
- ✓Giving feedback
- ✓Setting objectives

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ACTIVITY 2

Active Listening – **HEAR**

H ear the speaker's words

E mpathise

A nalyse

R espond

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Active Listening

Poor listeners :

Think of what they are going to say rather than listen.

Jump to conclusions without hearing the other person out.

Listen to their own dialogue inside their head instead of what the other person is meaning.

Daydream or just "switch off".

Good listeners :
Look at the person they are listening to - looking away demonstrates lack of interest, fear or criticism.

Maintain a pleasant expression - smile when appropriate.

Appear interested - nodding your head for example sends the silent message back to the talker that you have heard and understood.

Take an active part in the conversation - reflect back the words or meaning. Ask questions to express interest.

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How to Improve your Active Listening Skills

- Do not interrupt
- Probe, summarise, clarify and confirm
- Make sure you have fully understood before responding
- Listen "between the lines" for the idea or theme
- Listen to non-verbal messages
- Concentrate
- Visibly tune in

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Active Listening - A skill to be developed...

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Types of Listening

Level 1	Passive
Level 2	Pretend
Level 3	Biased
Level 4	Misunderstood
Level 5	Attentive 'Data Only'
Level 6	Active
Level 7	Empathetic
Level 8	Facilitative

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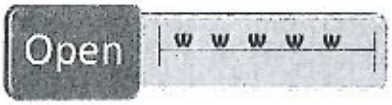
Body Language – A definition

Body Language is the unconscious and conscious transmission and interpretation of feelings, attitudes and moods through:

- **Body posture**
- **Movement**
- **Physical state, position and relationship to other bodies, objects and surroundings**
- **Facial expression and eye movement**

CONSULT CAPITAL

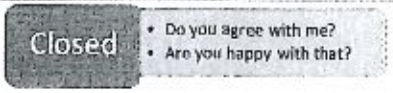
Questioning



- Solicit more than a "yes" or "no" or other one-word response
- Aim to get someone to talk
- Are useful when you want general information
- Common lead ins are what, how, and why

CONSULT CAPITAL

Questioning



- Solicit a "yes" or "no" or other one-word response
- Aim to limit talking or to control direction of conversation
- Are useful when you want specific information
- Common lead-ins are who, which, would, are, can, have, do, is, will and may

CONSULT CAPITAL

Questioning

Probing

- What else did you do?
- How did you achieve that?
- What feedback did you get?
- What was the reason for that?

Definition:

Questions that do not introduce a new topic but allow you to probe further to find out more information.

CONSULT CAPITAL

Questioning

Reflective	• You seem anxious, is that correct? • So you think we should..., is that correct?
Leading	• Do you think you should talk to other managers to get help?
Consecutive	• What do you think about the problem? What can we do? Who can help us? (back to back)
Contrasting	• Is it more important for x or for y? • Would you prefer to do x or y?

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Building Rapport

- If people feel listened to, they will feel important
- If people feel important, they will feel comfortable
- If people feel comfortable, they are more likely to trust you
- If people trust you, they are more likely to be open to influence

CONSULT CAPITAL

What is Emotional Intelligence?

'A type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions'

John Mayer and PeterSalovey

CONSULT CAPITAL

Or put more simply....

Emotional intelligence is knowing how we and others feel, why we feel that way, and what can be done about it. It is our ability to understand and use the power of our emotions wisely

CONSULT CAPITAL

Five essential competencies

- Self awareness
- Self regulation
- Self motivation
- Empathy
- Effective relationships

CONSULT CAPITAL

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Delivering Feedback

	Strengths	Development needs
Appraisee	1	3
Appraiser	2	4

5. What will the continue to do?/ What will they do differently?

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SMART objectives

Specific **Clear and concise statement of what will be accomplished**

Measurable **Concrete observable statement of what will be different once the objective has been achieved**

Attainable **Feasible, in terms of time and cost, and the degree of challenge the objective presents**

Relevant **Objective is directly aligned with the goals of your team**

Time Frame **There is specific date of completion**

CONSULT CAPITAL

Being SMARTER

E valuated against agreed criteria

R eviewed to ensure required support provided and organisational priorities remain the same

CONSULT CAPITAL

CONSULT CAPITAL

Questions

CONSULT CAPITAL

CONSULT CAPITAL

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EVIDENCE 2:8

Appraisal session 9 May 2019

32 Contacts, 0 Groups, 0 Resources

To: Bury, Sarah
To: Byrne, Nick
To: Chester, Liz
To: Dare, Louis
To: Davies, Gareth
To: Davies, Heidi
To: Davies, Jamie
To: Davies1, Huw
To: Eckley, Louise
To: Garcia, Jonathan
To: Gard, Susan
To: Glassco, Denise
To: Graydon, Andrea
To: Green, Julia
To: Griffiths, John
To: Howell, Alison
To: Howells, Dave
To: Howells, Sian
To: Lewis, Lesley
To: Main, Laura
To: Morgan, Janet
To: Morgan, Matthew
To: Owen, John
To: Rees, Karen
To: Rees, Kim
To: Rowlands, Eluned
To: Sykes, Andrea
To: Thomas, Carol
To: Thomas, Stuart
To: Thomas1, Rhian
To: VivianJones, Anna
To: Wyrwoll, Mandy

Ralph Priller – "Thank you for today nia, da iawn ti"

Huw Davies – "Thank you for clarifying the new system for me. Not as complicated as I thought"

Nikki Neale - "Thank you for your time today.

Personal statement for LO3:
To be able to assess the impact of performance management activities on organisational performance and make recommendations for enhancement

For LO3, I will undertake an evaluation of the organisation's approach to performance management and the extent to which this supports high performance working and sustained organisational performance. I will make recommendations for how performance management processes in the organisation could be developed.

High Performance Work systems are defined as "comprising a bundle of distinct human resource management policies and procedures which are introduced in an organisation at the same time and are mutually reinforcing" (Paauwe et al 2013, pp7-8). This is also known as high commitment HRM, high involvement work practices and best practice HRM. It is ***believed*** to be associated with high levels of organisational performance. People want to work for organisations that take this best practice approach and once employed, staff are more likely to be engaged, committed and release discretionary effort because they are happy and motivated. Having best practices in place helps attract people to the organisation (Taylor, 2016).

According to Kew and Stredwick (2010), high performance working includes the following: Rigorous and sophisticated recruitment and selection, investment in training and development, performance based pay, internal promotion, team based approaches, grievance systems, employee participation, information sharing, performance appraisal, flexible working, job security, work life balance and harmonisation of terms and conditions.

Purcell et al (2003) came up with the idea that ability, motivation and opportunity (AMO) produce high performance. The above list turn this into action.

Some examples of high performance at CSG

CSG covers some aspects of high performance working as identified by Kew and Stredwick (2010) and Purcell et al (2003).

CSG has a rigorous recruitment and selection process in place and this is shown through recent figures where the college has a staff turnover of 9% (2017-2018) based on 830 staff. This is below the average of 15% according to Office for National Statistics (2018a). Evidence 3:1 demonstrates the main reason for people leaving at the college. 28 people left during this period due to an end of a fixed term contract and 28 other people resigned. Other reasons consist of retirement, retirement due to ill health, mutual agreement and compulsory redundancy.

Evidence 3:2 also demonstrates that Coleg Sir Gar promote internally. From August 2018-July 2019, the college promoted 18 internal employees. During this time CSG only recruited 7 external candidates. This demonstrates that the College values its employees. Promoting internally the college recognises that it will help retention as employees know that they will have opportunities to move up the ladder which is an incentive to work harder.

The college also encourages high performance by having a vigorous information sharing system in place. The college advertises information on the gateway for all staff. This information varies from news such as, sponsoring an internal employee with an event to announcing dates for principal talks regarding redundancy (Evidence 3:3). The recent redundancy talks demonstrates information sharing at its best with the Principal holding talks with all 7 campuses within 4 days to cover the financial situation of the college and for each campus to have the opportunity to ask questions to the Principal. Having a process like this in place demonstrates trust, and how valuable and important staff are to find out the information first hand and not through the media and a letter.

Due to recent events, job security at the college has been uncertain. Although the college managed to save 1.8 million through voluntary redundancy, the number of students going to college is decreasing which means that the future of the college is uncertain. Job uncertainty for the future can lead to stress and employees feeling unmotivated. To tackle this issue, the college needs to continue with it its vigorous information sharing system and attract as many students as possible through marketing to stand out against other colleges and universities in the area in order to retain staff and avoid going through the redundancy route.

Evidence 3:4 demonstrates that CSG invest in the training and development of employees. Figures show that consistently over the years, CSG have provided both internal and external training to staff. In 2016/17, 725 employees were trained externally whilst 8037 employees were trained by an internal member of staff. In 2017/2018, 531 employees were trained externally whilst 7628 were trained internally. Training consisted of, admin, degrees, general curriculum, health and safety, higher degrees, IT, management, special needs, specialist development, teacher training and welsh.

Flexible working is also supported by the college through TOIL. The extra hours accumulated can be used to have a day off or used for appointments etc. The college also supports flexible working when employees want to work from a different campus or if they want to work from home for the day. This type of flexible working needs to be agreed between the line manager and the employee. Having this type of flexibility makes the employee feel trusted and valued, which then encourages them to work harder for the organisation. Requests for an increase/decrease in hours are also welcomed where decisions are made by the executive board every 2 weeks. Flexible working links in with work life balance. CSG have recently emphasised the importance of not sending instructional emails out to other employees in order to avoid burn out and employees going home to do work.

There are ways that CSG can develop performance management processes to enhance organisational performance, and to fully cover all aspects of high performance working.

Improve appraisal process:

The current appraisal process is every two years via the PEPI system. According to CIPD (2018b), performance appraisals are most effective when they are conducted on a regular basis for instance every 6 months or a once a year. Appraisals are used for managers and their employees to review and discuss performance. Its purpose can be "to identify areas for growth and improvement and inform suitable development plans. Alternatively, it can inform

administrative decisions on contractual aspects of employment, such as pay, bonuses, promotions or termination. The aim of formal performance management activities is to improve individual and collective performance, raise morale, reinforce control, identify development opportunities and communicate goals and expectations".

With CSG conducting formal performance appraisals every two years it looses its purpose and therefore the college is not achieving high performance working. Although informal discussions on a regular basis should take place between the line manager and employee, it is not guaranteed that this occurs, and therefore the college needs a more rigorous and frequent process in place to make sure that appraisals are completed.

According to Bloom et al (2012) "organisations are 23% more productive when they have formal performance management in place such as targets (objectives), incentives (rewards/recognition) and monitoring".

Evidence 3:5 demonstrates from each department in the college the compliance statistics from 2017/2018. This data demonstrates line managers not taking the process seriously as against most departments there is a 0% compliance statistic. This data also shows that only four areas of the college had a 100% compliance statistic for completing appraisals.

Recent training has been conducted for line managers to deal with the compliance issue ready for the new academic year. This training was conduced by HR as CSG recognise that performance management is owned and delivered by line managers. HR at CSG support line managers in delivering performance appraisals by providing training and advice when necessary. Moving forward the main recommendation is to improve compliance rates within the college, which should improve in the new academic year as training has just been conducted, and also carry out performance appraisals on a yearly basis rather than two years.

A better induction process

Currently the induction day process is one day which includes 13 different speakers. After each induction day, employees are given an evaluation form (Evidence 3:6). Evidence 3:7 summarises the opinions of new starters of the induction day process that is currently in place. The most frequent comments are:

- Preferred an induction within the department.
- Too much information that doesn't apply to my job role.
- Long day. Could be spread over 2 days.
- Useful to have the information when first started.
- Too much information.

According to CIPD (2018a) induction is critical because it "improves the person-job fit, reducing turnover and absenteeism and increasing employee commitment and job satisfaction. It helps employees become productive in a reasonable timescale, avoids induction crisis when employees feel over-whelmed and resign. It is an opportunity to ensure the organisation's culture and values are assimilated by the employee and allows the organisation to establish the psychological contract. It raises awareness of policies and procedures and sets standards of behaviour upfront, thus preventing undesirable behaviours (less disciplinary hearings)".

To improve induction I have designed a new induction process for September 2019. Evidence 3:8 demonstrates what the new induction process will look like. The induction day going forward will include "day 1 and day 2". First day will provide the new employee with a welcome pack which will include important documentation such as site map, organisation chart, checklist, log in information, ID card, useful contacts, term dates, employee benefits and housekeeping. It will consist of a tour around the campus and an opportunity to go through the gateway and MyView. It is also an opportunity for the new employee to do some online training and to meet their line manager. The second day is for the employee to complete the remaining online training, and for the line manager to join and explain any information needed. It is also a day for the line manager to take the employee to meet the team and their work station and to meet their buddy/mentor and go for lunch together. The line manager will also need to schedule 1-1 with the new employee for the first couple of months.
Within the first week, the line manager should clarify who's who, the profile of the team and its aims and objectives, the employees role and how it fits with the team and the wider organisation, provide health and safety information etc.

The current induction process results in ineffective employees, poor integration into the team, lack of confidence, de-motivated staff, damage to employer branding and early leavers. Introducing the new induction process in September will result in the opposite and improve performance management.

Continuous training for line managers

As previously mentioned, continuous training regarding RTW discussions need to be conducted especially for new appointed line managers. As identified earlier on in the report, line managers are not conducting RTW interview within the first 3 days of the employee returning to work. Evidence 2:2 demonstrates line managers leaving it past 66 days. They also need training on the importance of employees completing a SA128 form when returning to work as evidence 2:4 demonstrates 49 employees this year alone not completing one. Line managers need to be trained in order for this information to be cascaded down. This needs to be organised more regularly by HR in order to support line managers in delivering effective performance management. RTW interviews are important for the line manager and the employee to have a one to one discussion regarding the absence and the causes and the effect that the absence may have on the employee and if there is anything that the line manager can do to prevent the illness from happening again. An effective RTW will lead to improvements in performance. Line managers also need to be trained on the importance of completing an induction checklist. Evidence 3:9 demonstrates that so far in 2019, 22 induction checklists were not completed and only 4 line managers completed and returned them to HR. This again leads to ineffective employees and poor integration into the team if they are not given an effective induction.

After undertaking an evaluation of the organisation, it is clear that there needs to be improvements in the way performance management is carried out in order to achieve high performance working and support the ACE model.

Evidence
L03

EVIDENCE 3:1

Count of Emp No.	Short Desc3								
Leave Rsn Long	MS	AGR_W	APT&C_1-6	APT&C_SO1+	CAS_SUP	INS_DEM	LEC	CAS_LEC	Grand Total
Compulsory Redundancy					1				1
End of fixed term				1		8		19	28
Mutual Agreement				2					2
Resigned		1	1	8	2	7		5	4 28
Retirement		4		7			1	3	15
Retirement ill health				1					1
Grand Total		5	1	19	3	15	1	8	23 75

Total Staff as at 01/09/2017	830
Turnover	9.0%

EVIDENCE 3.2

Internal and External Recruitment Data August 2018- Present

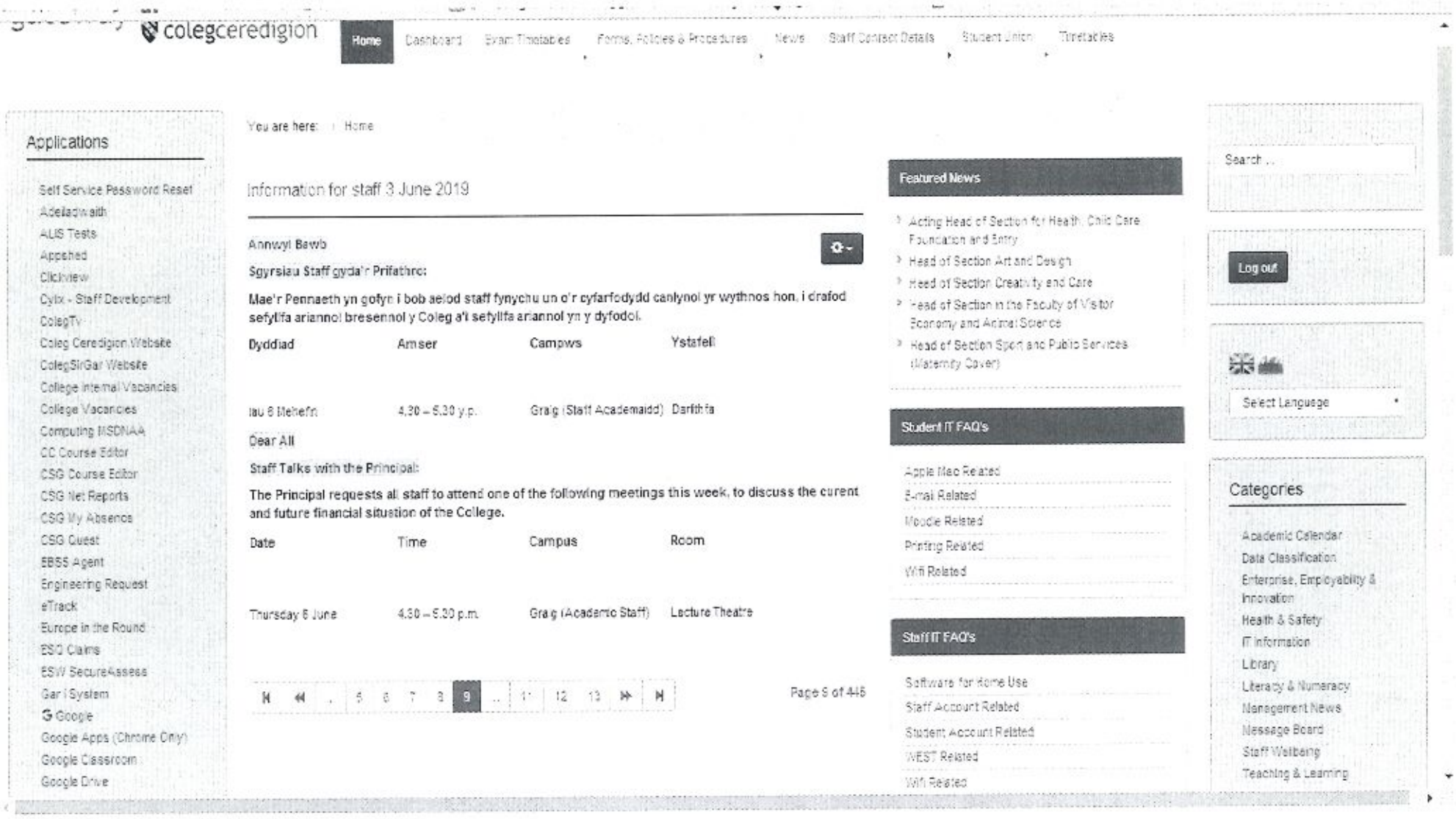
External Candidate Appointed (7)

		Replacing
Lecturer in Agriculture	(Externally advertised)	New
Educational Support Assistant	(Externally advertised)	[redacted]
Technician in Creative Industries	(Externally advertised)	[redacted]
Assistant Curriculum Head CSP	(Externally advertised)	New
Funding Officer	(Externally advertised)	New
Cartetaker (Myrddin)	(Externally advertised)	[redacted]
Lectuer in Health and Social Care (Maternity cover)	(Externally advertised)	
Herdsperson	(Externally advertised)	[redacted]

Internal Candidate Appointed (18)

		Role before appointment	Replacing
Lecturer in Health and social care 0.6	(Externally advertised)	Casual part time lecturer in Health and social care	[redacted]
Skills Manager	(Externally advertised)	Welsh bacc and skills manager	[redacted]
HR Officer (Maternity)	(Externally advertised)	Assistant HR Officer	[redacted]
Welsh Baccalaureate Coordinator	(Externally advertised)	Lecturer in ALA	
Lecturer in Veterinary Nursing 0.4	(Internally advertised)	Casual part time lecturer in landbased	
Technician in Digital Illustration &Graphics	(Internally advertised)	Casual part time technician and lecturer in art & design	
College Counsellor Welsh Language	(Internally advertised)	Learner Support Mentor	
Lecturer in Fresh Start 0.2	(Internally advertised)	Casual part time lecturer in Health and social care	
Lecturer in Landbased agricultural engineering and mechanisation	(Externally advertised)	Lecturer in Automotive Engineering	
Lecturer in Animal Studies X 2	(Externally advertised)	Casual Part Time Lecturer	
Project Manager iSEiw	(Internally advertised)	Project and Communications Officer	[redacted]
Support Technician	(Internally advertised)	Helpdesk administrator	[redacted]
Lecturer in GCSE English	(Externally advertised)	Part time Lecturer in Skills improvement	New post
Campus Operations Manager	(Internally advertised)	Campus Manager (Myrddin)	New post
LSA	(Internally advertised)	Casual Learning Support Assistants	New post x 3
Lecturer In Automotive Engineering	(Extrenally advertised)	Lecturer in Automotive Engineering (18.5 hours)	[redacted]
Library Assistant	(Internally advertised)	Evening Library Assistant (Casual)	

EVIDENCE 3:3



colegceredigion

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Applications

- Self Service Password Reset
- Adeiladwaith
- ALIS Tests
- Appshed
- Clickview
- Cylix - Staff Development
- ColegTv
- Coleg Ceredigion Website
- ColegSirGar Website
- College Internal Vacancies
- College Vacancies
- Computing MSDNAA
- CC Course Editor
- CSG Course Editor
- CSG Net Reports
- CSG My Absence
- CSG Quest
- EBSS Agent
- Engineering Request
- eTrack
- Europe in the Round
- ESQ Claims
- ESW SecureAssess
- Gar i System
- Google
- Google Apps (Chrome Only)
- Google Classroom
- Google Drive

You are here: Home

Information for staff 3 June 2019

Annwyl Bawb

Sgyrsiau Staff gyda'r Prifathro:

Mae'r Pennaeth yn gofyn i bob aelod staff fynychu un o'r cyfarfodydd canlynol yr wythnos hon, i drafod sefyllfa ariannol bresennol y Coleg a'i sefyllfa ariannol yn y dyfodol.

Dyddiad	Amser	Campws	Ystafell
Iau 6 Mehefin	4.30 – 5.30 y.p.	Graig (Staff Academaidd)	Darlithfa

Dear All

Staff Talks with the Principal:

The Principal requests all staff to attend one of the following meetings this week, to discuss the curent and future financial situation of the College.

Date	Time	Campus	Room
Thursday 6 June	4.30 – 5.30 p.m.	Graig (Academic Staff)	Lecture Theatre

« ‹ . 5 6 7 8 9 .. 11 12 13 › »

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Featured News

- Acting Head of Section for Health, Child Care Foundation and Entry
- Head of Section Art and Design
- Head of Section Creativity and Care
- Head of Section in the Faculty of Visitor Economy and Animal Science
- Head of Section Sport and Public Services (Maternity Cover)

Student IT FAQ's

- Apple Mac Related
- E-mail Related
- Moodle Related
- Printing Related
- Wifi Related

Staff IT FAQ's

- Software for Home Use
- Staff Account Related
- Student Account Related
- WEST Related
- Wifi Related

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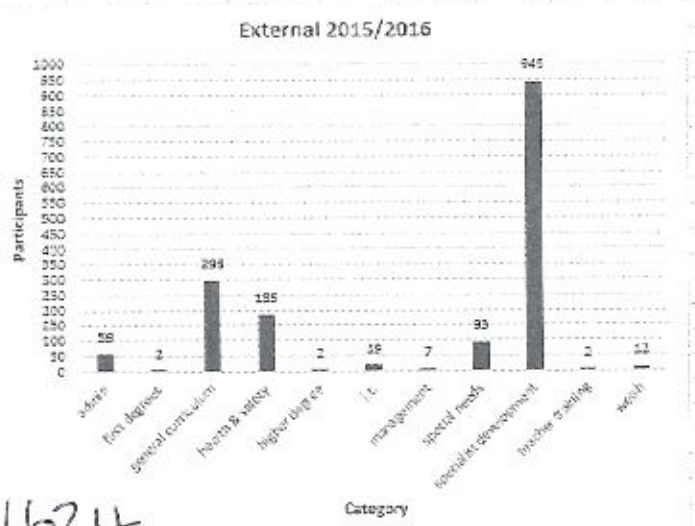
- Data Classification
- Enterprise, Employability & Innovation
- Health & Safety
- IT Information
- Library
- Literacy & Numeracy
- Management News
- Message Board
- Staff Wellbeing
- Teaching & Learning

EVIDENCE 3:4.

Training 2015/16.



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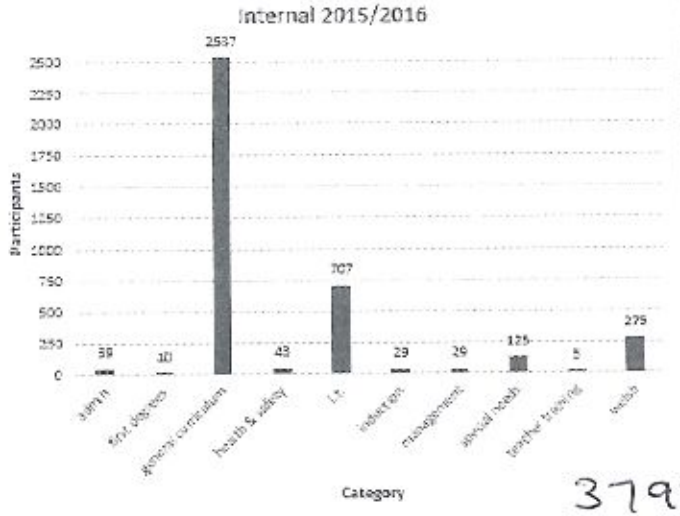

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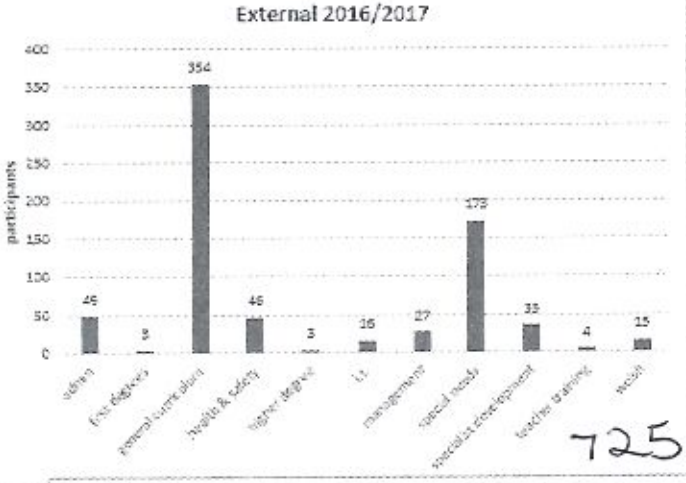
Training 2016/17.



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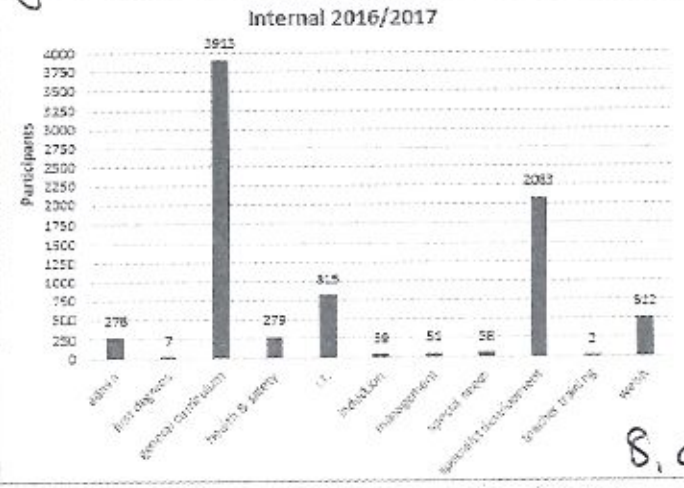

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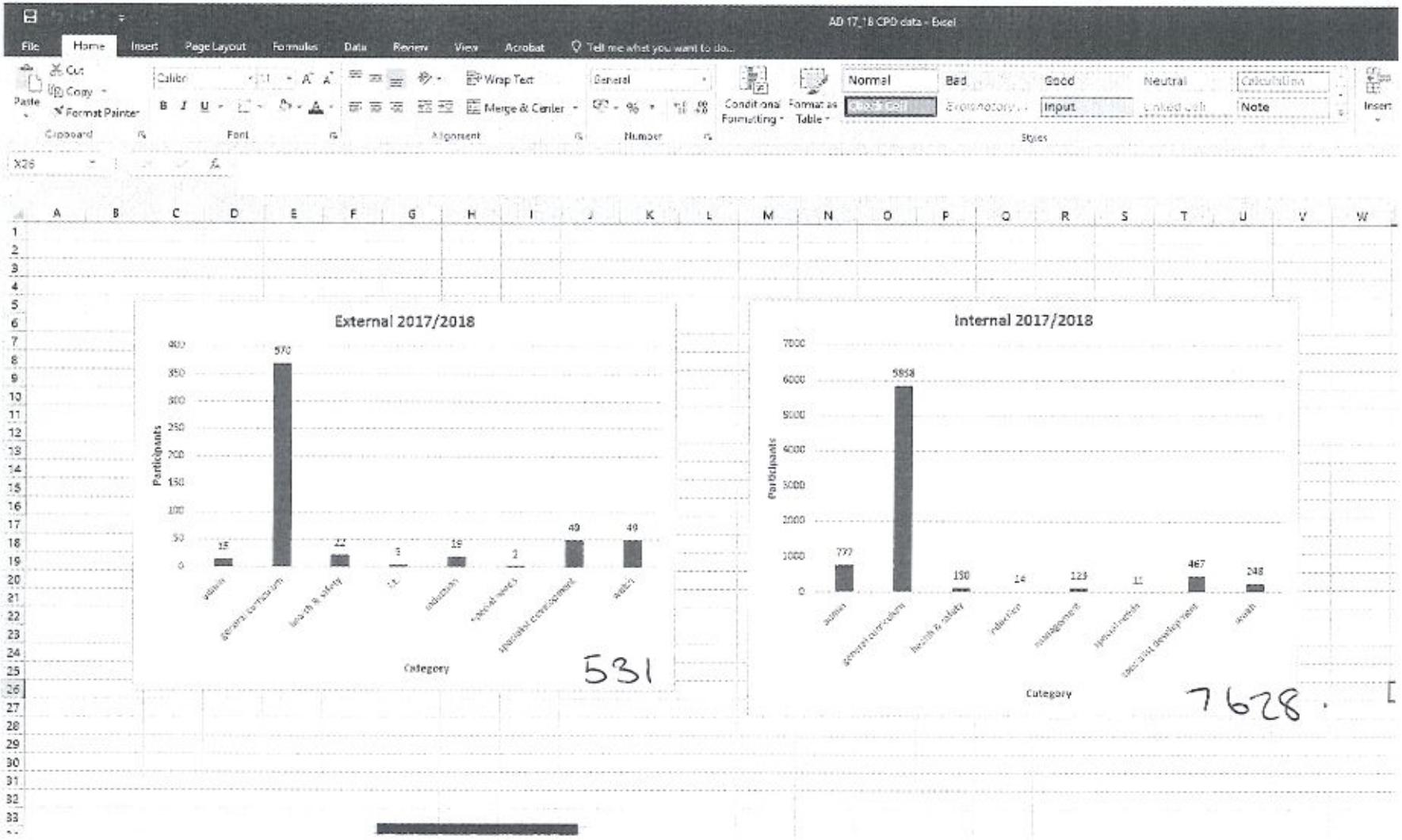
Sheet1

Select destination and press ENTER or choose Paste

Training 2017/18

EVIDENCE 3.4



EVIDENCE 3:5

Appraisal Compliance Statistics 17/18

100% complete, click to email appraiser (https://pepi.colegsirgar.ac.uk/pepi/pages/email_complete)

PEPi compliance statistics for 17/18

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Unknown)

Unknown (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Unknown) 0%

Completed : 0 out of 0

100% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Business Development)

Business Development (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Business Development) 80%

Completed : 4 out of 5

20% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Business Engagement and Innovation)

Business Engagement and Innovation (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Business Engagement and Innovation) 100%

Completed : 2 out of 2

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Completed : 0 out of 0

100% outstanding!

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CC - Creativity & Care (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/CC - Creativity & Care) 0%

Completed : 0 out of 20

100% outstanding!

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Completed : 0 out of 0

100% outstanding!

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Completed : 0 out of 0 100% complete, click to email appraiser (https://pepi.colegsirgar.ac.uk/pepi/pages/email_complete)

100% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/CC - Learner Recruitment Progression Par)

CC - Learner Recruitment Progression Par (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/CC - Learner Recruitment Progression Par) 0%

Completed : 0 out of 0

100% outstanding!

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CC - Learner Wellbeing and Support (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/CC - Learner Wellbeing and Support) 0%

Completed : 0 out of 0

100% outstanding!

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Completed : 0 out of 1

100% outstanding!

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Completed : 0 out of 2

100% outstanding!

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CC - Planning, Learners, & Partnerships (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/CC - Planning, Learners, & Partnerships) 0%

Completed : 0 out of 7

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Completed : 0 out of 3

100% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/CC - Teaching & Learning)

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Completed : 0 out of 0

100% outstanding!

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Completed : 0 out of 19

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100% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Curriculum Employability and Skills)

Curriculum Employability and Skills (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Curriculum Employability and Skills) 62%

Completed : 15 out of 24

38% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Dinefwr)

Dinefwr (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Dinefwr) 97%

Completed : 45 out of 46

3% outsta

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Employer Engagement)

Employer Engagement (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Employer Engagement) 57%

Completed : 8 out of 14

43% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Finance and Estates)

Finance and Estates (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Finance and Estates) 6%

Completed : 2 out of 29

94% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Human Resources and Wellbeing)

Human Resources and Wellbeing (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Human Resources and Wellbeing) 100%

Completed : 6 out of 6

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Learner Recruitment Progression Partners)

Learner Recruitment Progression Partners (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Learner Recruitment Progression Partners) 100%

Completed : 1 out of 1

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Learner Wellbeing and Support)

Learner Wellbeing and Support (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Learner Wellbeing and Support) 3%

Completed : 1 out of 28

97% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Llanelli)

Llanelli (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Llanelli) 75%

Completed : 57 out of 76

✉➔ 100% complete, click to email appraiser (https://pepi.colegsirgar.ac.uk/pepi/pages/email_compliance) 25% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Myrddin)

Myrddin (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Myrddin) 39%

Completed : 23 out of 58

61% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Planning Learners and Partnerships)

Planning Learners and Partnerships (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Planning Learners and Partnerships) 10%

Completed : 1 out of 10

90% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Principalship)

Principalship (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Principalship) 0%

Completed : 0 out of 1

100% outstanding!

(https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Teaching Learning and Quality)

Teaching Learning and Quality (https://pepi.colegsirgar.ac.uk/pepi/pages/compliance_directorate_report/2017/Teaching Learning and Quality) 100%

Completed : 1 out of 1

EVIDENCE 3:6

PER 25

colegsirgâr

INDUCTION DAY EVALUATION FORM

Name:	
Post Title:	
Department:	
Date of Attendance on Induction Course:	

We greatly value your assessment of the Induction Day and in order for the HR Department to improve its services, it would be helpful if you could respond to the following questions.

Please circle the appropriate rating in the boxes below using the following scale:-

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

Q1.	The Induction Day fully met its purpose	1	2	3	4
Q2.	The administration/organisation of the event was of a high standard	1	2	3	4
Q3.	The length and pace of the course was appropriate	1	2	3	4
Q4.	The general standard of delivery was clear and understandable	1	2	3	4
Q5.	The quality and clarity of the materials/ information provided was of a high standard	1	2	3	4
Q6.	The course met my own personal needs and all my questions were answered	1	2	3	4

Q7.	Briefly summarise your overall impressions. Please comment on whether any aspects of the Induction Day need to be covered in greater/less detail and identify any other topics which need to be covered. Do you have any suggestions to improve the day?
Q8.	What three words best describe your general opinion of the Induction Day?

EVIDENCE 3:7

2018,

- All aspects of the College covered briefly.
- Good understanding
- The day was well organised.
- lot of information that didnt already know
- Too much enphasis on Powerpoint presentations.
- Informative, however, some topics could have had more detail
- Nice to see how everything fits together
- Would have benefited from this when i first started
- Beneficial to have a more specific induction based around individual job roles.

2019,

- Prefed an induction within the department.
- Helpful day
- Good to meet staff from other areas.
- Prehaps little to much detail for one day
- lot of information that doesn't apply to My Job role

2016/

- Not all parts are relevant to his role. (N)
- Good to meet senior members of staff. (P)
- Long day - could be spread over 2 days (N)
- Some presentations are too fast. (N)
- long day just sitting down. (N)
- useful to have the information when first started.
- Good to put faces to names.
- informative & clear day
- Some sessions not essential
- Add more interactive activities to break it up.
- Some slides not easy to read.
- lot of information to take in on one day.

2017/

- Needs were met however it was long day.
- Varied and applicable information.
- Could be delivered over 2 days
- very long day
- Perhaps 2 half days would suit better
- A huge amount of information
- Intensive day
- Needs to be more designed to each department
- Good to see the College structure
- Not all relevant due to working at the College 4 years as a casual member of staff.

EVIDENCE 3 :8

Induction Chart

STEP 1: Before the new employee starts

- Send employee virtual tour of their base campus
- Send employee electronic handbook
- Explain date of first day and who will greet them
- Make an induction plan – work with line manager
- Checklist in place
- Allocate a mentor/buddy – work with line manager
- Make sure line manager has communicated with team about new starter
- Ensure work station is prepared, got all the equipment needed

STEP 2: First Day

- Greet the new employee at 9am in reception on the appropriate campus
- Scope the day, provide schedule
- Provide new employee with welcome pack which will include important documentation; site map, org chart, checklist, log in information, ID card, useful contacts, term dates, employee benefits, housekeeping
- Provide history of CSG & CC including its mission, vision, values and culture
- Show them around the campus (tour)
- Go through the gateway and my view (policies, holiday, pay, PMAR, appraisals etc.)
- LUNCH
- Opportunity to do some online training (Prevent, Information to Security, Safeguarding)
- Any staff development information.
- Meet the line manager at the end of the day

STEP 3: Second Day

- New employee to complete online training
- Line manager to join, explain any information needed
- Take the employee to meet the team and their work station
- Meet the buddy/mentor – go for lunch together. The buddy will need briefing document
- Line manager to schedule 1-1 with new employee for the first couple of months

STEP 4: First Week

- Clarify who's who, make sure anyone who wasn't around has been introduced, explain to new employee who does what
- Briefly explain the profile of the team with its aims and objectives
- Explain the new employee's role fully and how it fits in with the team and wider organisation, possible opportunities for development in the future
- Build in time for the new employee to do some tasks, work closely with the buddy/mentor
- Provide any further Health & Safety information if necessary
- Line manager to keep in touch

STEP 5: First Month

- Informally establish how the employee is settling in
- Make sure opportunities have been put in place for shadowing
- Provide reassuring feedback
- Keep up with 1-1 meetings
- HR to get in touch with new employee to 'check in'

STEP 6: Three Months

- This is probationary process – meetings should take place every 2,4,6 months or 3,6,9, for lecturers
- Check on the employee performance. What is good? What needs improving?
- Agree any further support with timed goals if needed

STEP 7: Six Months/End of Probation

- Decide if probationary period is satisfactory, extended or unsatisfactory
- Review their performance md establish goals for the next six months

STEP 8: Twelve Months

- Hold a full performance management review – Appraisal
- Support development in ways that will benefit the organisation

EVIDENCE 3:9

Induction Checklist 2019

	staff ID	Name	Post Title	Line Manager	Start Date	IC Sent off	Received	Prevent	Info Security Essentials	Safeguardi	Equality and Diversity Briefing	Data protection
1	19000	[redacted]	Virtual College Researcher	[redacted]	20/12/2018	16/05/2019		Terminated				
2	19001	[redacted]	Instructional Designer	[redacted]	19/12/2018	19/12/2018	y	Y	Y	Y	Y	Y
3	19004	[redacted]	PT Lecturer in French	[redacted]	07/01/2019	16/05/2019						
4	19005	[redacted]	PT training advisor	[redacted]	10/01/2019	16/052019		Y	Y	Y	Y	Y
5	16000	[redacted]	ALA PT Lecturer	[redacted]	07/01/2019	16/05/2019						
6	19007	[redacted]	PT Lecturer in Landbased	[redacted]	21/01/2019	16/05/2019		Terminated				
7	19006	[redacted]	DSAT Supervisor	[redacted]	21/01/2019	16/05/2019		Terminated				
8	19002	[redacted]	Assistant Curriculum Head	[redacted]	01/01/2019	16/05/2019						
9	19003	[redacted]	Educational Support Assistant	[redacted]	12/12/2018	16/05/2019						
10	19010	[redacted]	DSAT Supervisor	[redacted]	21/01/2019	16/05/2019		Terminated.				
11	19011	[redacted]	PT Lecturer in Computing	[redacted]	30/01/2019	16/05/2019	Y	Y	Y	Y	Y	Y
12	19009	[redacted]	Instructor/Dem Casual Basketball	[redacted]	11/01/2019		Y	Y	y	Y	Y	Y
13	19008	[redacted]	VC Resource Developer	[redacted]	23/01/2019	28/02/2019						
14	19012	[redacted]	Casual Groom	[redacted]	07/02/2019	16/05/2019						
15	19014	[redacted]	Learn Direct Assessor	[redacted]	20/02/2019	16/05/2019						
16	19013	[redacted]	PT Lecturer in Forestry	[redacted]	13/02/2019	16/05/2019						
17	19015	[redacted]	PT Lecturer in Business	[redacted]	04/03/2019							
18	14062	[redacted]	Relief Worker	[redacted]	14/03/2019							
19	51890	[redacted]	PT Lecturer in History	[redacted]	04/03/2019							
20	19016	[redacted]	Lecturer in Dance	[redacted]	07/01/2019	16/05/2019						
21	19017	[redacted]	Training advisor VC	[redacted]	21/03/2019	16/05/2019						
22	19024	[redacted]	PT Lecturer in Hair and Beauty	[redacted]	09/04/2019							
23	19023	[redacted]	Training advisor engineering	[redacted]	29/04/2019							
24	19020	[redacted]	PT Lecturer in Fashion	[redacted]	21/01/2019	16/05/2019						
25	19018	[redacted]	Instructor Demonstrator in sport	[redacted]	12/03/2019	16/05/2019						
26	19027	[redacted]	Lecturer in Health and Social Care	[redacted]	09/05/2019		Y	Y	Y	Y	Y	Y
27	19029	[redacted]	VC Resource Developer	[redacted]	14/05/2019							
28	19030	[redacted]	Casual Junior Instructional Designer	[redacted]	17/05/2019			Y	Y	Y	Y	Y
29	19028	[redacted]	Funding Officcer	[redacted]	01/06/2019	24/06/2019		Y	Y	Y	Y	Y
30	19033	[redacted]	Caretaker	[redacted]	01/0/2019	01/07/2019						

22 outstanding Induction checklists 2019.

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