

Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5CDPP

Module Name: Developing Professional Practice in Human Resource Management

Student Name: Amanda Glanville

Student Number: 1810229

CIPD Membership Number: 53072713

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: A Glanville

Date: 26th November 2018

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CIPD Candidate evidence matrix

Candidate name: Amanda Gianville				CIPD Membership/registration No.: 53072713		
Qualification title: Applied Human Resource Management Level 5				Unique Learner No. (ULN):		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5CDPP	Developing Professional Practice in Human Resource Management	1.1, 1.2, 1.3	Activity 1 Overview of the programme	1		
5CDPP	Developing Professional Practice in Human Resource Management	1.1	Apprenticeship Learning Agreement	2		
5CDPP	Developing Professional Practice in Human Resource Management	1.1	Contract between Employer and Training Provider	3		
5CDPP	Developing Professional Practice in Human Resource Management	1.1	Apprenticeship Induction Handbook	4		
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5CDPP	Developing Professional Practice in Human Resource Management	1.1	Learning Styles Questionnaire VARK	6		
5CDPP	Developing Professional Practice in Human Resource Management	1.1	Learning Styles Honey & Mumford	7		
5CDPP	Developing Professional Practice in Human Resource Management	1.3	Programme of Study Handbook	8		
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5CDPP	Developing Professional Practice in Human Resource Management	1.1, 1.3	Manage your learning factsheet	10		
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:				Date:		
				26/11/2018		

CIPD Candidate evidence matrix

Candidate name: Amanda Glanville			CIPD Membership/registration No.: 53072713			
Qualification title: Applied Human Resource Management Level 5			Unique Learner No. (ULN):			
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5CDPP	Developing Professional Practice in Human Resource Management	1.2, 1.3	UWTSD Student Code of Conduct	11		
5CDPP	Developing Professional Practice in Human Resource Management	1.2, 1.3	CIPD Code of Conduct	12		
5CDPP	Developing Professional Practice in Human Resource Management	1.3, 1.1	Induction Questionnaire	13		
5CDPP	Developing Professional Practice in Human Resource Management	1.3	Distance Learning Student Guide	14		
5CDPP	Developing Professional Practice in Human Resource Management	2.1, 2.2	Activity 2 – Report on the range of HR roles and behaviours requirements of HR professionals	15		
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5CDPP	Developing Professional Practice in Human Resource Management	3.2,	Belbin Team Questionnaire	17		
5CDPP	Developing Professional Practice in Human Resource Management	3.3, 3.2	Handling Conflict Questionnaire	18		
5CDPP	Developing Professional Practice in Human Resource Management	3.2, 3.3	Communication Effectiveness Questionnaire	19		
5CDPP	Developing Professional Practice in Human Resource Management	3.2, 3.3	Active Listening Questionnaire	20		
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Signature: 			Date: 26/11/18			

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5CDPP	Developing Professional Practice in Human Resource Management	3.1	Gantt Chart	23		
5CDPP	Developing Professional Practice in Human Resource Management	3.1, 3.2	Career Pathways	24		
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5CDPP	Developing Professional Practice in Human Resource Management	5.1, 5.2	CIPD VHR Professional Map Analysis and Feedback	34		
5CDPP	Developing Professional Practice in Human Resource Management	5.1, 5.2, 5.3	Personal Development Plan	35		
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Signature:				Date:		

Notes on candidate evidence matrices

- Candidates should be encouraged to develop a matrix indicating how their evidence relates to each unit/module and learning outcomes/assessment criteria. This helps advisors and assessors to support candidates to draw links between units and encourage cross-referencing and the possible multi-use of evidence.
- Evidence matrices can be developed using the unit/module and learning outcomes/assessment criteria, giving candidates an opportunity to link their evidence to each outcome.
- Another approach is to have a more generic form where candidates list evidence and tick relevant boxes to show coverage.
- Whatever approach is employed candidates should be encouraged to complete these forms themselves and not expect assessors to do this for them.

Activity 1

Information relevant to the Higher Apprenticeship in Applied Human Resource Management Level 5

Introduction

According to Johns & Perkins (2016), developing professional practice is a key driver in the role as a HR professional. CIPD courses support individuals to address skills or knowledge gaps within the CIPD Professional Roadmap (CIPD, 2018). This report will outline the main components of the HR Career Development Programme, including support available, initial assessment, self-assessment and a detail explanation of the induction Process.

Supplementary evidence will also be provided to confirm information available and identify the employer, provider and the learner agreement.

Findings

The Higher Apprenticeship in Applied Human Resource Management is funded by Welsh Government, allowing employers to maximise their return of the apprenticeship levy. The apprenticeship aspect of the programme is organised by Coleg Sir Gar, but the delivery of the diploma sits with the University of Wales Trinity Saint David (UWTSD). Commitment is then agreed using an apprenticeship learning agreement, signed by the learner, employer and the work-based learning provider. There is an additional contract between the employer and provider relating to the health, safety and wellbeing of the student.

As well as doing the diploma, the apprenticeship also includes Essential Skills Qualifications in Communication, Application of Number and Digital Literacy. When starting an apprenticeship, there is a requirement to attend an induction which includes completion of a WEST initial assessment through the e-learning portal, this provides ongoing support towards the Essential Skills. Learners are issued an induction booklet, outlining the requirements of the apprenticeship programme. A VARK questionnaire is also completed to identify learning styles, ensuring a learning plan can be written. There are various learning styles questionnaires, although, usually there are similarities in the results as can be seen in supplementary evidence (evidence reference 6 & 7). Once initial assessment results are obtained, learning is planned to incorporate Essential Skills workshops if needed.

For those individuals that require additional learning support, these can be accessed through one-to-one or small group sessions. Specialist software or other support equipment is also available to ensure access for all. An apprenticeship also requires the work-based element of the programme and the training advisor will visit the workplace every 61 days to carry out a contractual progress review in line with Welsh Government contractual requirements. This review also identifies progress, any issues or if any additional support is required.

An introduction to the programme is also carried out by UWTSD. The programme of study handbook is issued to ensure the learner has knowledge of unit learning outcomes, expectations and support services. A timetable and managing your learning factsheet is also

issued to ensure students have a clear understanding of college attendance and work submission expectations. Other UWTSD documents for students include the Distance Learning Student Guide, which provides an overview of the procedures, support systems and regulations that exist and the Code of Conduct, which outlines expected standards of behaviour and sanctions that exist if they are not adhered to. As a student CIPD member, individuals are also expected to abide by the codes of conduct set out by the CIPD.

The main sources of information and advice are from the training advisor, tutor and online support. Appointments can be made for a one to one tutorial or for study support if needed. Organisational support is obtained from a workplace mentor, giving the opportunity to discuss how the content of the course relates to the organisation, hence the importance of the learning agreement.

Although signed up to a higher apprenticeship program, the Diploma in Applied Human Resource Management is fully delivered by University of Wales Trinity Saint David.

- Tools and Support Services



As a student, there are many tools and support services available through the MyDay portal. The MyTSD allows access to services including Student Union.

- Library and learning resources



As a student of UWTSD, access to all library services is available on each campus. In addition to this, the tab shown gives access to an online service which includes online books and journals as well as the ability to reserve books.

- Moodle



Moodle is the main source of information, allowing students to access all course and assessment materials. This also gives the option to participate in group discussions too.

- Student emails



On successful enrolment, students are given full access to a UWTSD email address. This is the secure email used for correspondence between the tutor or support services in relation to the course.

- Other support services



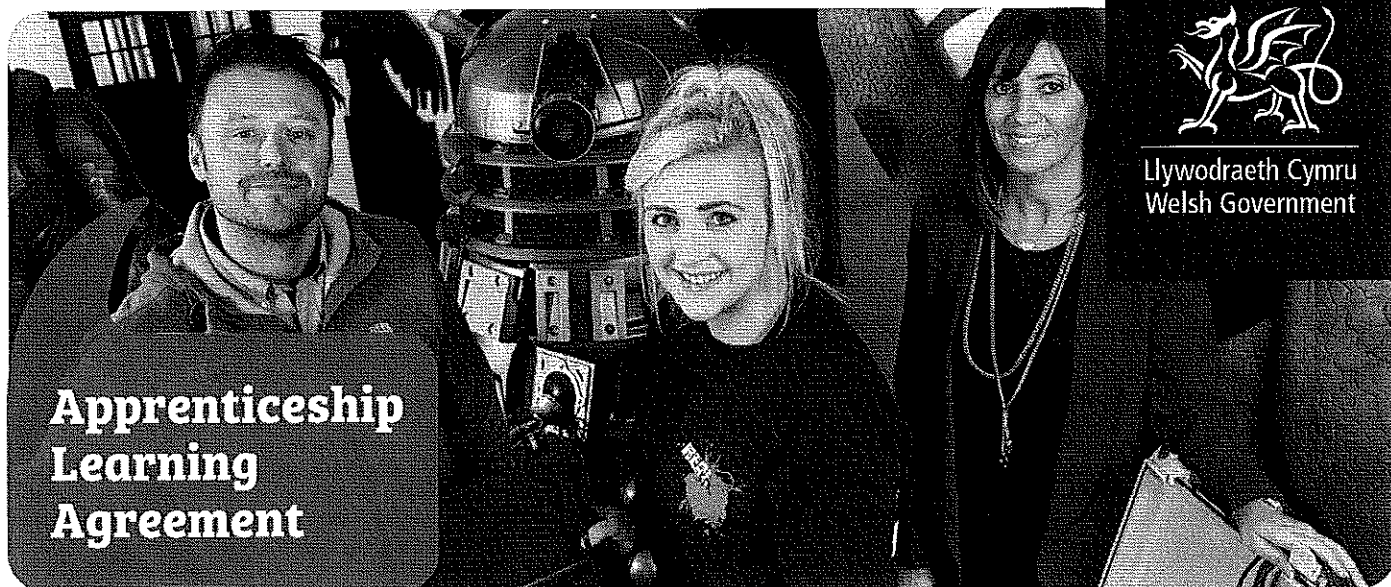
There are various other services not mentioned above including a printer credit top up facility, IT service desk, online dictionary and a password portal. Property support is also available for students who are in student accommodation, where they can gain advice or manage their accommodation.

Conclusion

There is a lot information and advice available for students in relation to the HR programme. Having completed initial assessment and including learning styles, it creates an awareness that as a kinaesthetic learner, it may be difficult to focus on the theory and have a need to structure reading.

Bibliography

- CIPD (2018) CIPD, Supporting Careers in HR and L&D. Available at: <https://www.cipd.co.uk/about/what-we-do/career-support> (Accessed 20 November 2018).
- Johns, T. & Perkins, G. 2016. 'Developing Professional Practice, in Taylor,S. and Woodhams,C. Studying Human Resource Management Edition, 2nd Ed. London: CIPD,
- Tribal Education Limited (2018) Wales Essential Skills Toolkit. Available at: <https://www.walesessentialskills.com/?q=node/6> (Accessed 20 November 2018).
- UWTSD (2018) University of Wales Trinity Saint Davids. Available at: <https://www.uwtsd.ac.uk/quick-links/> (Accessed 14 November 2018)



Llywodraeth Cymru
Welsh Government

Apprenticeship Learning Agreement

To be completed by the provider

This agreement made on 10.9.18. (date Apprenticeship commences)

between Shelley Dony (the employer representative)

of Hywel Dda University Health Board (the name of the company)

at Hafen Derwen, St Daud's Park, Cwmbran. (the address of the company)

and Amenda Genville JX 927121B. (the apprentice and N.I number) and

Coleg Sir Cwr. (the delivering provider) and

B-wbl (the contracted provider) to study

Applied Human Resources (specify skill, trade or occupation of the Apprenticeship) following the

CIPD. Apprenticeship Framework* at current level 5., expected to progress

to level . Expected final completion date is . Hourly rate of pay at start of

Apprenticeship is Being paid above minimum wage.

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

All parties agree that

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

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

The employer: [Signature] Date 10.9.18

The apprentice: [Signature] Date 10.9.18.

The provider: [Signature] Date 10.9.18.

The provider: Date

(if different from the provider delivering the apprenticeship)

The Apprenticeship Learning Agreement complies with the requirements of the Apprenticeship, Skills, Children and Learning Act 2009 (Section 32). It is a contract of service, not a contract of employment.

CONTRACT BETWEEN PLACEMENT EMPLOYER AND B -WBL

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

Hywel Dda University Health Board - Shelley Dony (Employer's Name)

in respect of work-based training for:

Amanda Glenville (Learner's Name)

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

1. This contract shall take effect as from the date of exchange of signed copies of the Learning Agreement.
2. All financial arrangements and hours of work between the Approved Trainer, Employer and the Learner shall be detailed in writing.
3. It shall be the responsibility of the employer to pay the Learner an agreed wage as detailed in a contract of employment complying with the national minimum wage.

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

Signed and a copy received by:

[Signature]
PLACEMENT EMPLOYER

[Signature]
TRAINING ADVISER

Date: 10.9.18.

Date: 10.9.18.

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

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

Confidential

APPRENTICESHIP

**College Induction
2018-2019**



Learner Name: Amanda Glanville

Tutor Name: Julie Thomas

Course: CTPD Diploma in Applied Human Resources (Level 5)

Date Induction booklet received: 19/09/2018

Learner signature: A. Glanville

Training adviser/assessor signature: A. Williams



Mae'r Rhaglenni Prentisiaeth, Hyfforddeiaeth a Thwf Swyddi Cymru, a arweinir gan Lywodraeth Cymru, yn cael cymorth ariannol gan Gronfa Gymdeithasol Ewrop

The Apprenticeship, Traineeship and Jobs Growth Wales Programmes, led by the Welsh Government, are supported by the European Social Fund.

This booklet to be given to the learner to complete and keep

Application of Number 2015: Learning record

Learning record

Learning record

Initial assessment

Results

Your result: Level 3

Date completed: 28 Sep 2018

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

Total time taken: 2 hrs, 12 minutes

Your profile

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

Key

n/a

These skills are not assessed at this level



You have skills at this level



This is the highest level at which you have shown skills

You have not reached this level

Next steps

Communication (English) 2015: Learning record

Learning record

Learning record

Initial assessment

Results

Your result: Level 3

Date completed: 27 Sep 2018

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

Total time taken: 3 hrs, 10 minutes

Your profile

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

Key

n/a

These skills are not assessed at this level



You have skills at this level



This is the highest level at which you have shown skills

Digital Literacy

Learning record: Amanda Glanville

Initial assessment

Your result: Level 2

Date completed: 15 Oct 2018

The results show that you were assessed in Digital Literacy at Level 2.

Total time taken: 49 minutes

Your profile

	E1	E2	E3	E4	E5	E6
Digital Literacy						
Digital Responsibility						
Digital Productivity						
Digital Information Literacy						
Digital Collaboration						
Digital Creativity						
Key Digital Learning						

n/a

These skills are not assessed at this level



You have skills at this level



This is the highest level at which you have shown skills

You have not reached this level

Next steps

- You should be able to do a Digital Literacy programme at Level 2.



The VARK Questionnaire (Version 7.1)

How Do I Learn Best?

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

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

8. You have a problem with your heart. You would prefer that the doctor:
a. gave you a something to read to explain what was wrong.
☒ b. used a plastic model to show what was wrong.
c. described what was wrong.
d. showed you a diagram of what was wrong.
9. You want to learn a new program, skill or game on a computer. You would:
a. read the written instructions that came with the program.
b. talk with people who know about the program.
☒ c. use the controls or keyboard.
d. follow the diagrams in the book that came with it.
10. I like websites that have:
a. things I can click on, shift or try.
☒ b. interesting design and visual features.
c. interesting written descriptions, lists and explanations.
d. audio channels where I can hear music, radio programs or interviews.
11. Other than price, what would most influence your decision to buy a new non-fiction book?
a. The way it looks is appealing.
☒ b. Quickly reading parts of it.
c. A friend talks about it and recommends it.
d. It has real-life stories, experiences and examples.
12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:
a. a chance to ask questions and talk about the camera and its features.
☒ b. clear written instructions with lists and bullet points about what to do.
c. diagrams showing the camera and what each part does.
d. many examples of good and poor photos and how to improve them.
13. Do you prefer a teacher or a presenter who uses:
☒ a. demonstrations, models or practical sessions.
b. question and answer, talk, group discussion, or guest speakers.
c. handouts, books, or readings.
d. diagrams, charts or graphs.
14. You have finished a competition or test and would like some feedback. You would like to have feedback:
a. using examples from what you have done.
☒ b. using a written description of your results.
☒ c. from somebody who talks it through with you.
d. using graphs showing what you had achieved.
15. You are going to choose food at a restaurant or cafe. You would:
a. choose something that you have had there before.
b. listen to the waiter or ask friends to recommend choices.
☒ c. choose from the descriptions in the menu.
d. look at what others are eating or look at pictures of each dish.
16. You have to make an important speech at a conference or special occasion. You would:
a. make diagrams or get graphs to help explain things.
☒ b. write a few key words and practice saying your speech over and over.
c. write out your speech and learn from reading it over several times.
d. gather many examples and stories to make the talk real and practical.



Visual and Auditory Perceptual Assessment

The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers
e.g. if you answered b and c for question 3, circle V and R in the question 3 row.

Question	a category	b category	c category	d category
3	K	V	R	A

Scoring Chart

Question	a category	b category	c category	d category
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	R	K
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

Calculating your scores

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

Total number of Vs circled =

3

Total number of As circled =

14

Total number of Rs circled =

14

Total number of Ks circled =

6

LEARNING STYLES QUESTIONNAIRE

(Honey & Mumford - revised 1986)

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

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

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

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

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

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

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

(Honey and Mumford 1986)

LEARNING STYLES QUESTIONNAIRE - SCORING (Honey & Mumford 1986)

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

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

Ring your scores on this chart and join up.

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

LEARNING STYLES - GENERAL DESCRIPTIONS

Activists

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

Reflectors

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

Theorists

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

Pragmatists

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

° Honey and Mumford 1986

PROGRAMME OF STUDY HANDBOOK

CIPD Level 5 Diploma in Applied Human Resources

THE BUSINESS SCHOOL

2018-2019

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INTRODUCTION

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

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

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

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

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

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

ABOUT THIS HANDBOOK

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

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

CURRENT MEMBERS OF STAFF

Names and Contact Details

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

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

Felicity Healey-Benson felicity.healey-benson@uwtsd.ac.uk 01792 481000 ext 3257

Julie Potter julie.potter@uwtsd.ac.uk 01792 481000 ext 3233

Jayne Woodman jayne.woodman@uwtsd.ac.uk 01792 481000 ext 3233

Contact details for the Head of School are:

Dr Maggie Inman margaret.inman@uwtsd.ac.uk 01792 481103

Pastoral Support

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for all pastoral support issues. Details of the arrangements for Pastoral Support are contained in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website:

<http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

PERSONAL DETAILS

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

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

MODULAR TERMINOLOGY

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

Programme of Study (Course)

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

Module/Unit

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

Module/Unit Credit Rating

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

Level of Study

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

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

Credit and Qualification Framework for Wales Level Descriptors, February 2009

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

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

PROGRAMME OF STUDY

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

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

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

Modules (Units) Studied:

Core Modules (Unit)	Credits	Module Unit Code
Developing Professional Practice in Human Resources	8	BMPD5000
Understanding the Business Context of HR	4	BMPD5001
Using a Research Approach in HR	4	BMPD5002
Understanding the Contemporary HR Function	4	BMPD5003
Understanding Employment Law	6	BMPD5004
Group A Units:	Credits	Module Unit Code
Understanding Resourcing and Talent Planning	4	BMPD5005
Understanding the Link between Individual and Organisational Performance	4	BMPD5006
Understanding Employee Engagement	4	BMPD5007
Understanding the Management of Employment Relations	4	BMPD5008
Understanding Coaching and Mentoring in the Organisation	4	BMPD5009
Understanding the Management of Change	4	BMPD5010

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

Module (Unit) details are correct as of 1 August 2018, and will not normally be changed during the year. In the unlikely event of the School having to make changes to these details during the year, you will be notified in writing. You will be able to find the module (unit) descriptor on the Moodle page for the programme.

Total Qualification Time (TQT)

The CIPD Diploma in Applied Human Resources is a 90 credit qualification with a Total Qualification Time (TQT) of 900 hours. The TQT is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self-study, preparation and assessment (CIPD, 2017).

Guided Learning Hours

The CIPD guided learning hours for this programme of study is 450 hours:

250 hours to cover the core units and Group A optional units.
200 hours to cover the Group B optional units.

This programme will be delivered via monthly workshops with additional skills workshops throughout the year to meet these requirements.

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

COURSE DURATION

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

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

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

The units will be taught in the following order:

Year 1:

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

Year 2:

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

ASSESSMENT

Formative assessment is embedded throughout the course to encourage self-development, with summative assessment at the end of each unit as recommended by the CIPD. Details of the assessment will be released by the unit tutor at the beginning of the unit delivery. The range of assessment methods utilised ensures that all the learning outcomes and assessment criteria are met in a way that enhances the student's learning experience. They should allow candidates to demonstrate a clear grasp of the concepts and their ability to link theory to practice and to communicate clearly in the HR field at the appropriate level. These include assignments, case studies, group and individual presentations, blogs, work-related activities and reports. Assessment of the group B units will be via portfolios of evidence gathered in the workplace.

The submission dates for the year are provided below.

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

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

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

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

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

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

You will receive a transcript of your assessment marks at the end of each year. Note that any marks released prior to formal approval by the Progression / Award Examining Board are provisional.

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the Academic Office section on the University's website: <http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Special needs in terms of assessment

If you have any special needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with special needs.

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

Academic Appeals

Information about how to appeal is provided in the 'Academic Appeal Procedure' in Chapter 13 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website.

<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

Assessment Regulations

The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website: <http://www.uwtsd.ac.uk/academic-office/>

Responsibilities of students in relation to the assessment process

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

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

Internal verification of CIPD study centre standards

A critical element of centre internal quality assurance is internal verification. The internal verification framework assures the quality of the assessment standards and evaluates the achievement of learning outcomes for CIPD qualifications administered through our study centre. As a CIPD study centre we ensure a range of internal verifiers (IVs) supported by a lead IV engage in the full range of IV duties. In this case the Intermediate Certificate Programme Director takes the lead IV responsibility for conducting internal standardisation of assessment practice on the Intermediate Diploma in Applied HRM. The sampling strategy provides for IV activity in all of the 16 modules delivered, ensuring all lecturer assessment is checked, and is inclusive of work from all students who are active on the year programme. This ensures a representative sample of assessment decisions made by all individuals with assessment responsibilities is achieved, with all students having work checked.

Internal verification focuses on assessment processes, to ensure that assessment processes and systems used by assessors meet CIPD requirements. The IV checks that assessment methods applied by all lecturers assessing work are:

- valid – relevant to the learning outcomes and assessment criteria which are being assessed
- reliable – consistently achieving the same results with same/similar group of candidates
- fair – ensuring everyone has an equal chance of receiving accurate assessment
- safe – including physical and psychological safety approved by CIPD.

CIPD MODERATOR

All taught Programmes of Study which lead to a CIPD qualification are examined by a CIPD appointed moderator. The principal purposes of the external moderator system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's Moderators Report for their programme of study by contacting the Programme Director.

The current CIPD Moderator for this Programme of Study is:

Keith Reynolds

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

VIRTUAL LEARNING ENVIRONMENT (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by enrolled students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials
- Facilitate communication between students and tutors
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module questionnaires

How to Access:

Navigate to moodle.uwtsd.ac.uk

Click Quick Links (top left side of screen)

Select Moodle from the Swansea links

Log in using your Network username and password which are the same used to access campus PC's

If you are missing courses/modules in the My Courses block please contact your lecturers to ask if they use Moodle. Please note it can take 24 hours for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc) please contact the lecturer that delivers the course/module. For any technical issues or error messages contact the helpdesk:

tel: 01792 481134

email: helpdesk@uwtsd.ac.uk

In any correspondence please include your name and student username (e.g. 123456)

UNIT DETAILS (with Learning Outcomes)

Developing Professional Practice in Human Resources:

Purpose and aim of unit

The aim of this unit is to enable the learner to develop a sound understanding of the knowledge, skills and behaviours required by human resources (HR) professionals, whether in a generalist or specialist role. The unit clarifies the context of the learner's specific HR development programme and the opportunities it affords to prepare for a career in HR. It explores a range of roles and career paths available in HR and considers the wider performance requirements, including work management, creative problem-solving and teamwork, required of HR professionals. Having explored HR as a profession, learners are supported to assess their strengths and development areas against HR practice capabilities, identify development objectives, and devise and implement a plan for continuing professional development (CPD). The unit also addresses many of the standards of attainment set out in the Personal Learning and Thinking Skills (PLTS) national outcomes.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the components of a specific HR career development programme.
- 2 Understand the range of HR roles and behavioural requirements of HR professionals.
- 3 Be able to manage self and workload to meet performance requirements.
- 4 Be able to work collaboratively with others, as a member of a team or working group.
- 5 Be able to apply CPD techniques to devise, implement and review a personal development plan.

Understanding the Business Context of Human Resources

Purpose and aim of unit

Human resources (HR) professionals need to understand key developments in the business and external contexts within which organisations and, therefore, HR operate. This unit is designed to encourage learners to critically explore these contexts in order to be able to provide workable HR solutions to address them. The unit enables learners to understand different types of organisation and to analyse the factors which impact on their business and operating environment. These factors are then considered in the light of how they impact on the HR function – its policy and activities. The unit also examines HR's role in organisational strategy and how organisational strategy is converted into HR policy, practice and behaviour.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand organisational factors which impact on the HR function.
- 2 Understand external factors which impact on the organisation's business and their HR function.
- 3 Understand how organisational and HR strategies and practices are shaped and developed.

Using a Research Approach in Human Resources

Purpose and aim of unit

Human resources (HR) professionals need to understand the research process and the use of research to both inform and develop their practice. This core unit develops the learners' knowledge about the research process and how research can improve understanding, aid decision-making and provide the basis for a change in practice. They will develop their skills in identifying and reviewing data sources and presenting a business report for different purposes. The unit also provides opportunities for learners to further develop their personal learning and thinking skills, especially independent enquiry.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the meaning of research and the research process.
- 2 Be able to conduct a data review and analyse the findings.
- 3 Be able to draw meaningful conclusions and make recommendations.
- 4 Be able to prepare clear, business-focused reports on an HR issue.

Understanding the Contemporary Human Resources Function

Purpose and aim of unit

The purpose of this unit is to introduce learners to main human resources (HR) activity and to the role of the HR function in contemporary organisations. It focuses on the aims and objectives of HR and how HR objectives are evolving as

organisations themselves evolve. In doing so, the unit considers both the transactional and transformational aspects of HR. The unit goes on to explore different ways of delivering HR objectives in organisations and the case for an ethical approach. Finally, the unit considers how the contribution of HR to the organisation can be evaluated and reviews some published research linking HR activity with positive organisational outcomes.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the purpose and key objectives of the HR function in contemporary organisations.
- 2 Understand different models of delivering HR services.
- 3 Understand the role of ethics in HR management and development.
- 4 Understand how HR's contribution to the organisation can be evaluated.

Understanding Employment Law

Purpose and aim of unit

Recent decades have seen a substantial increase in the extent to which the employment relationship in the UK, Ireland and the EU is regulated through employment legislation. As a result, human resources (HR) professionals are now obliged to take account of legal requirements in different jurisdictions when carrying out many central aspects of their role. The purpose of this unit is to introduce the major areas of employment legislation and the employment law system, focusing in particular on how day-to-day HR activities are subjected to some form of regulation. The unit is intended to provide an overview of employment legislation, rather than a detailed focus on specific employment laws, for those who need to understand emerging developments in the management of the employment relationship in local and international jurisdictions. The unit also addresses the majority of the standards of attainment set out in the Employee Rights and Responsibilities (ERR) national outcomes.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the purpose of employment regulation and the way it is enforced.
- 2 Know how to manage recruitment and selection activities lawfully.
- 3 Know how to manage change and reorganisation lawfully.
- 4 Know how to manage issues relating to pay and working time lawfully.
- 5 Know how to ensure staff are treated lawfully at work.
- 6 Know how to manage performance and disciplinary matters lawfully.

Understanding Resourcing and Talent Planning

Purpose and aim of unit

A fundamental part of the human resource (HR) management role is concerned with the mobilisation of a workforce, taking responsibility for ensuring that the organisation is able to access the skills it needs, at the time and in the places that it needs them, to drive sustained organisation performance. This involves attracting, retaining and, from time to time, managing the departure of staff from the organisation. This unit introduces learners to the labour market and to the strategic approaches organisations take to ensure they are able to meet their current and anticipated talent and skill needs. The unit also explores the key practices that organisations use to resource their organisations and good practice in each of these areas. These encompass workforce planning, succession planning, attracting and retaining talent, recruitment, selection, dismissal, redundancy and retirement processes.

Learning outcomes

On completion of this unit, learners will:

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

Understanding the Link Between Individual and Organisational Performance

Purpose and aim of unit

This unit introduces the learner to how organisations can drive sustained organisation performance by creating a high-performance work organisation (HPWO) and involving line managers in the performance management process. The unit explores the conceptual framework of high-performance working (HPW) and examines its impact on organisational performance, competitive advantage, employee engagement and employee well-being. Further, the unit examines performance management processes and how the involvement and commitment of line managers can encourage and support HPW.

Learning outcomes

On completion of this unit, learners will:

1. Understand the concept of high-performance working and how it can benefit individuals and the organisation.
2. Understand the contribution of the performance management process to high levels of performance.
3. Understand the role of line managers in the performance management process.

Understanding Employee Engagement

Purpose and aim of unit

This unit provides learners with a broad understanding of what is meant by employee engagement, and how it can be linked to, and yet distinguished from, other related concepts. It explores the key components of employee engagement and the processes through which high levels of engagement can be secured and sustained within an organisation, and the importance of alignment between these different processes. The unit goes on to consider the rationale for high employee engagement and the potential benefits to be gained. Finally, the unit considers trends in employee engagement and, based on these, the possible future for employee engagement in organisations.

Learning outcomes

On completion of this unit, learners will:

1. Understand the concept of employee engagement.
2. Understand the key components of employee engagement.
3. Understand the potential contribution of employee engagement to positive organisational outcomes.
4. Know how to access and interpret employee engagement data.

Understanding the Management of Employment Relations

Purpose and aim of unit

Human resource (HR) professionals need to understand key developments in the theory and practice of employment relations, both within and beyond the immediate organisational context. This unit allows learners to develop the knowledge required to make effective judgements about employment relations policy, processes and practice in both local and European jurisdictions. The unit is designed to encourage learners to research and gain an understanding of the broader developments that are influencing the effective management of the employment relationship in indigenous and multinational organisations.

Learning outcomes

On completion of this unit, learners will:

1. Understand theoretical approaches to employment relations.
2. Understand the roles of key parties involved in employment relations.
3. Understand different models of employee representation.
4. Understand different forms of conflict behaviour and dispute resolution.

Understanding Coaching and Mentoring in the Organisation

Purpose and aim of unit

The purpose of this unit is to develop learners' understanding of both coaching and mentoring and of the potential value of both practices within organisations. The unit begins by exploring the concepts of coaching and mentoring, the similarities in, and differences between them, and the validity of grouping coaching and mentoring together, as they so often are. The unit goes on to look at different models of implementing coaching and mentoring in organisations, the role of line managers in both the practices and the factors that all organisations should consider before implementation. Finally the unit considers the potential benefits of coaching and mentoring for both coach/mentor and coachee/mentee, as well as, importantly, for the organisation. Although the unit does not expect the learner to be a skilled coach or mentor, it does prepare them for making a contribution to coaching and mentoring activities within an organisational context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the concepts of coaching and mentoring.
- 2 Understand different ways coaching and mentoring can be implemented in organisations.
- 3 Understand the potential benefits of coaching and mentoring in organisations.

Understanding the Management of Change

Purpose and aim of unit

This unit develops an understanding of change and change management in organisations. It begins with consideration of what drives change, what enables change and what hinders change, and how key theories and models can support our effective management of change. The unit goes on to explore the importance of positive relationships to change processes and how these can be built and developed, including an analysis of the different types of communications and support likely to be needed by all those involved. Finally the unit focuses on the practical aspects of managing change – how to plan for change, best practice in implementing change – how to monitor activities to keep things on track and how to assess the impact of change.

Learning outcomes:

On completion of this unit learners will:

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

Contributing to the Resourcing and Talent Planning in the Organisation

Purpose and aim of unit

The human resource (HR) management role is concerned with the mobilisation of a workforce, taking responsibility for ensuring that the organisation is able to access the skills it needs, at the time and places that it needs them, in order to drive sustained organisational performance. This involves attracting, recruiting, retaining and, from time to time, managing the departure of staff from the organisation. This unit requires learners to review the organisation's strategic approach to talent planning and make recommendations for how this can be developed. It also requires learners to contribute directly to activities which underpin the effective resourcing of an organisation, such as: developing job descriptions, person specifications or competency frameworks; undertaking recruitment and selection activities; or participating in redeployment, redundancy or retirement activities.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to review and evaluate an organisation's approach to talent planning.
- 2 Be able to recommend ways to improve an organisation's approach to talent planning.
- 3 Be able to contribute to people resourcing activities.

Contributing to Improving Organisational Performance

Purpose and aim of unit

Human resources (HR) professionals have a key role to play in improving organisational performance, through implementing individual performance management policies and activities. This unit enables learners to further develop their knowledge in this area and to apply it in activities in the workplace. Learners are required to support line managers in activities such as monitoring performance, addressing poor performance, encouraging high performance, and carrying out performance and development reviews. The unit goes on to review an organisation's overall approach to performance management and the extent to which this contributes to organisational performance. Finally, the learner is supported to generate ideas for how the organisation's approach could be developed and make meaningful recommendations for improvement.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to provide information on performance management activity within an organisation.

- 2 Be able to support line managers to deliver performance management activities within an organisation.
- 3 Be able to assess the impact of performance management activities on organisational performance and make recommendations for enhancement.

Contributing to Employee Engagement in the Organisation

Purpose and aim of unit

This unit develops learners' knowledge and skills in relation to employee engagement, with a focus on the practical realities of gauging and enhancing employee engagement in the workplace. It requires the learner to investigate and assess current levels of employee engagement in order to evaluate the incidence and effectiveness of current engagement processes. Learners will consider the key drivers for, and hindrances to, engagement within an organisation and also research best practice in other relevant organisations. Based on this analysis and research, learners will go on to identify ways in which the organisation could enhance employee engagement and to draw up a realistic plan for how at least one of these strategies could be implemented.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to assess levels of employee engagement within an organisation.
- 2 Be able to evaluate current organisational approaches to employee engagement.
- 3 Be able to recommend and plan strategies to raise levels of employee engagement within an organisation.

Contributing to Coaching and Mentoring in the Organisation

Purpose and aim of unit

The purpose of this unit is to extend learners' knowledge of coaching and mentoring and to support them in applying this to the development of effective coaching and/or mentoring programmes within an organisation. Learners are first required to assess the current level of coaching and mentoring activity in the organisation and the value this has in supporting the achievement of individual, team and organisational objectives. Using this knowledge, learners are then required to make appropriate recommendations for developing coaching and mentoring activity, taking into account how this fits with the organisation's wider human resource development/learning and development (HRD/L&D) strategy, and other factors/potential barriers which could have an impact on further development. Learners are also required to actively contribute to the implementation of either coaching or mentoring initiatives (or both, if appropriate) in the organisation, through promoting benefits, assisting the development of systems, helping build the capability of potential coaches or mentors, providing information/guidance to potential coaches/mentees and supporting the evaluation and continuous improvement of programmes.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to assess the impact of coaching and mentoring activity within an organisation and make recommendations for further development.
- 2 Be able to support the implementation of coaching and/or mentoring programmes within an organisation.

Contributing to the Management of Change

Purpose and aim of unit

This unit enables learners to extend their knowledge of change management and apply it to the management of real change processes within the organisation. Learners are required to establish the need, objectives and potential benefits of change and to devise a plan for implementing appropriate change processes, including relevant communication and support strategies for those affected by the changes. Once the plan is agreed with decision makers the learner is required to play a key role in implementing the plan, maintaining positive relationships and providing information and support to others involved, and maintaining appropriate records of activities. The learner is also required to monitor change processes and make justified adjustments to their implementation where needed. Finally the learner is required to assess the impact of the change and to communicate this to stakeholders identifying any further corrective or development actions required to ensure the success of the change project.

Learning outcomes

On completion of this unit, learners will:

1. Be able to plan for the implementation of change processes within an organisation.
2. Be able to implement a change plan
3. Be able to assess the impact of change processes within an organisation.

POLICIES

University Attendance Policy

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

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

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

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

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

CIPD MEMBERSHIP

Once you have registered with UWTSD, you will join the CIPD as Student member. As well as increasing your professional credibility with employers, CIPD membership will also give you exclusive member-only access to the latest HR and L&D resources, development tools, networking opportunities and discounts. Plus continuing your membership beyond your studies will ensure your progression to achieving professional membership of the CIPD.

On successful completion of the qualification, candidates will automatically gain Associate professional membership and be able to use the designation AssocCIPD.

UNFAIR PRACTICE AND PLAGIARISM

The University defines unfair practice as 'any act, intentional or otherwise, whereby a person may obtain for himself/herself or for another, an unpermitted advantage...'. Committing unfair practice in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that unfair practice has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

Plagiarism is one type of unfair practice. Plagiarism is passing off, or attempting to pass off, another's work as your own. It includes copying the words, ideas, images or research results of another **without acknowledgement**, whether those words etc. are published or unpublished. It is plagiarism, for example, to copy the work of another student, of a member of staff or a published article without crediting the author. Persons who allow their work to be plagiarised are also guilty.

It should be noted that re-submitting work that has already been submitted for a different assessment task without noting that this is the case is also regarded as plagiarism (and is called self-plagiarism) and will be treated as such.

Plagiarism is one of the worst offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process. The guidance that follows explains what is meant by plagiarism, describes the University's regulations for dealing with it, and provides help in avoiding it.

When registering as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and in person to check for cases of plagiarism. In many Schools your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

Plagiarism: Regulations, Procedure and Penalties

Full details of the University's procedures and penalties for dealing with issues of plagiarism can be found in Chapter 13 of the *Academic Quality Handbook*, which can be seen on the University website or obtained from the Faculty Offices. These details are also summarised in the *University Regulations – Undergraduate Student Guide* which is published on the Academic Office section on the University's website: <http://www.uwtsd.ac.uk/academic-office/university-regulations-student-guide/>

Avoiding Plagiarism

Coursework, dissertations, or creative work are meant to be your own original work. Obviously you will use the work of others. Not only is this inevitable, it is expected.

All scholarship builds on the work of others. The important thing to remember is always to **acknowledge your sources**. Your School will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- *Anything that is copied or quoted from another source, including electronic sources such as the internet, must be in quotation marks and attributed to the original author. This may be in the body of the text or as a footnote. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*
- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for...: 'it is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *Where you are generally indebted for your ideas to one or two main sources, this can be a bit trickier. If the ideas or the way they are presented come from one or two sources, make this clear. Do the same if they come from lectures. It is important not to claim originality where it does not exist but to indicate in general where the information comes from.*
- *Full citations in timed unseen examinations are obviously not expected, but you should indicate general indebtedness and always credit any quotations you have managed to remember.*

The golden rule is: **'if in doubt, provide references'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. There are no penalties for asking for advice and guidance; there are severe penalties for plagiarism and failure to reference means your work could be considered to be plagiarised.

Other types of Unfair Practice

There are other types of unfair practice, including, but not limited to producing work as a group where it is an individual task (called collusion), fabricating data or making false claims to have carried out research, using the service of an essay bank/essay mill, having an unauthorised source of information in an examination, prohibited communication during an examination. The same regulations, procedures and penalties apply to all types of unfair practice.

LIBRARY AND LEARNING RESOURCES

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

Identifying, accessing and evaluating resources

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

Literature Reviews

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

Staying Legal

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

Organising and managing your information

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

Subject Librarians

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

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

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

STUDENT SERVICES

A professional support service providing high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. Support available includes the Careers Service, Financial Support, Learning Support, Counselling Service and support for students from a care background. For further details see <http://www.uwtsd.ac.uk/student-services/>.

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at <http://www.uwtsd.ac.uk/study-skills/>.

Topics covered include:

Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available on the Carmarthen, Lampeter and Swansea campuses during term time – no appointment necessary. Distance learning students are also able to access the Study Skills Distance service using e-mail, telephone or Skype. Please see the Student Services study skills webpages for further details: <http://www.uwtsd.ac.uk/study-skills/>.

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the 'Procedure for Student Complaints' in Chapter 13 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website: <http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>

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Timetable – CIPD Diploma in Applied Human Resources 2018-2020

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
19 th September 2018	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
28 th September 2018	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 22/10/18 Part Two - Research Report - 11/2/19	Part One - Written response. Part Two - Research Report.
17 th October 2018	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	19/11/18 plus submission of updated Personal Development Plan on 18/5/20	Portfolio of Evidence
14 th November 2018	Understanding the Contemporary HR Function	5CMHR	BMPD5003	21/12/18	Slides and notes pages
12 th December 2018	Understanding the Business Context of HR	5CBIC	BMPD5001	28/1/19	Written report, analysis notes
16 th January 2019	AM: Understanding the Business Context of HR				
13 th February 2019	PM: Understanding Employment Law	5CELW			
6 th March 2019	Understanding Employment Law	5CELW	BMPD5004	11/3/19	Written answers to questions
3 rd April 2019	Understanding the Management of Employment Relations	5KCR	BMPD5008	29/4/19	Written answers to questions
1 st May 2019	Contributing to Improving Organisational Performance	5KIOP	BMPD5006	10/6/19	Slides and notes pages
5 th June 2019	Understanding Employee Engagement	5KEEG	BMPD5007	17/7/19	Portfolio of Evidence
3 rd July 2019	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	29/7/19	Briefing paper
18 th September 2019	Understanding the Change	5KMOC	BMPD5010	18/9/19	Portfolio of Evidence
16 th	Contributing to the	5AMOC	BMPD5015	4/11/19	Slides or screen shots with notes pages
				25/11/19	Portfolio of Evidence

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

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CIPD Diploma in Applied Human Resources

Managing your Learning

The CIPD Diploma in Applied Human Resources is a 90 credit qualification with a Total Qualification Time (TQT) of 900 hours. The TQT is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self-study, preparation and assessment (CIPD, 2017).

Guided learning hours includes off and on the job learning.

Off-the-job learning is characterised by formal or planned taught sessions (workshops) delivered by qualified training staff plus specified activities in your learning plan;

On-the-job learning hours are those which enable the apprentice to demonstrate practical job-related skills and to practice and apply these in the context of the job. This type of learning will take place in the workplace and is also specified in your learning plan.

(Welsh Government, 2017)

Self-study (also referred to as **self-directed learning in CIPD documentation**) – this is additional reading/other learning as chosen by you, to expand your knowledge and enable you to complete the assessments. Reading lists are provided for each module to help you with this.

The table below shows how each module is structured in terms of credits, guided learning hours and self-directed learning.

Module	Credits	Guided Learning Hours	Self-directed Learning
Using a Research Approach in Human Resources	4	20	20
Developing Professional Practice in Human Resources	8	40	40
Understanding the Contemporary HR Function	4	20	20
Understanding the Business Context of HR	4	20	20
Understanding Employment Law	6	30	30
Understanding the Management of Employment Relations	4	20	20
Understanding the Link between Individual and Organisational Performance	4	20	20
Contributing to	8	40	40

Improving Organisational Performance	4	20	20
Understanding Employee Engagement	8	40	40
Contributing to Employee Engagement in the Organisation	4	20	20
Understanding the Management of Change	8	40	40
Contributing to the Management of Change	4	20	20
Understanding Coaching and Mentoring in the Organisation	8	40	40
Contributing to Coaching and Mentoring in the Organisation	4	20	20
Understanding Resourcing and Talent Planning	8	40	40
Contributing to Resourcing and Talent Planning in the Organisation	4	20	20
Totals	90 credits	450 hours	450 hours

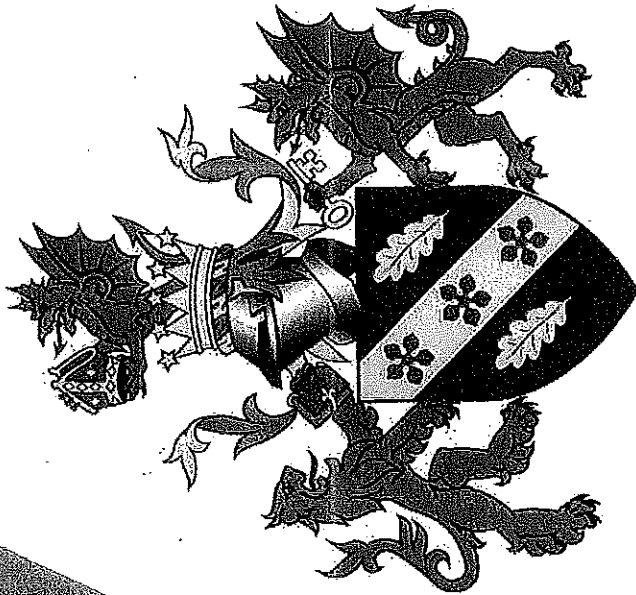
How to manage your learning:

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

1. Attend the monthly workshops which form part of the guided learning hours.
2. Complete activities in your learning plan (2-3 hours per week) which also form part of the guided learning hours.
3. Read and prepare for your assessments (an additional 5-6 hours per week).

The Business School

12th September 2018



SE1: Student Code of Conduct

Introduction

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

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

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

General Principles

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

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

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

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

Definitions

Consent	a person consents if they agree by choice and has the freedom and capacity to make that choice
Protected characteristics	a group protected by the Equality Act 2010: individual's sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age
Harassment	unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.
Bullying	offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient.

People

Disciplinary Offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Physical Misconduct	Punching Kicking Slapping Pulling hair Biting Assault Pushing Shoving	Expulsion Suspension/Exclusion Restrictions/Conditions Behavioural contract Fine Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Behavioural contract Restorative justice Fine
	Sexual intercourse or engaging in a sexual act without consent Attempting to engage in sexual intercourse or engaging in a sexual act without consent Sharing private sexual materials of another person without consent Physical sexual harassment: inappropriate invasion of personal space and/or inappropriate physical behaviour Repeatedly following another person without good reason Making unwanted remarks or advances of a sexual nature Display of offensive materials Inappropriate texting, emailing, posting of sexual materials on line including but not limited to using derogatory sexual terms to describe someone Asking for sexual favours and making decisions based on sexual advances being accepted or rejected	Expulsion Suspension/Exclusion Restrictions/Conditions Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Behavioural contract

People

Disciplinary Offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Abusive Behaviour	Shouting, threatening, abusing, intimidating or demeaning someone Abusive / insulting comments relating to an individual's sex, sexual orientation, religion or belief, race, pregnancy/maternity, marriage/civil partnership, gender reassignment, disability or age Acting in an intimidating and hostile manner physically or by any means of communication Ridiculing or destructively criticising Ostracising or marginalising Humiliating and undermining a person Spreading malicious rumours or allegations via any means of communication including social media Misuse of power	Expulsion Suspension/Exclusion Restrictions/Conditions Behavioural contract Formal warning Restorative justice
	Use of inappropriate language Repeatedly contacting another person (by phone, email, text or on social networking sites) against the wishes of the other person	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Restorative justice

Property

Disciplinary offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Damage To Property	Causing damage to University property or the property of students or employees of the University or visitors to the University	Expulsion/Suspension/Exclusion Restrictions/Conditions Requirement to make good the damage caused at his/her expense Fine
	Causing minor damage to University property or the property of students or employees of the University or visitors to the University	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine
Unauthorised Taking or Use Of Property	Unauthorised entry onto or unauthorised use of University premises Misappropriation of University property, funds or assets Fraud Taking property belonging to another without permission	Expulsion Suspension/Exclusion Restrictions/Conditions
	Misuse of University property (for example computers and laboratory equipment)	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine Behavioural Contract
Causing A Health or Safety Concern	Accommission that did cause or could have caused serious harm on University premises or during University activities (for example, disabling fire extinguishers or possessing/supplying controlled drugs)	Expulsion Suspension/Exclusion Restrictions/Conditions Restitution of damage
	Accommission that did cause or could have caused a health and safety concern on University premises (for example, smoking cigarettes in non-designated areas, disabling smoke detectors)	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Fine

University

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

Code of Professional Conduct

As the professional body for HR and people development, the CIPD is the voice of a worldwide community of more than 145,000 members committed to championing better work and working lives. We set high standards of entry for membership and require all of our members to adhere to the standards and behaviours ('obligations') set out in this Code of Professional Conduct.

These obligations are grouped into headings of Professional Competence and Behaviour, Ethical Standards and Integrity, Representative of the Profession and Stewardship. They apply universally – at all stages of a CIPD member's career, regardless of size, sector or specialism, and your membership commits you to upholding and maintaining these. We take concerns regarding alleged breaches of the Code very seriously. In order to consider allegations of misconduct, Investigation and Conduct procedures apply and these are set out in the CIPD's Regulations available on the website.

1 Professional Competence and Behaviour

Members of the CIPD shall:

- 1.1 maintain professional knowledge and competence through continuing professional development, to ensure they provide a professional, up to date and insightful service
- 1.2 seek appropriate support if business needs require involvement in new areas of activity
- 1.3 accept responsibility for their own professional actions and decisions
- 1.4 apply professional high standards of relevance, accuracy and timeliness in the information and advice they provide to stakeholders.

2 Ethical Standards and Integrity

Members of the CIPD shall:

- 2.1 establish, maintain and develop business relationships based on confidence, trust and respect
- 2.2 exhibit and role model professional and personal integrity and honesty at all times
- 2.3 demonstrate and promote sensitivity for the customs, practices, culture and personal beliefs of others
- 2.4 champion employment and business practices that promote equality of opportunity, diversity and inclusion and support human rights and dignity
- 2.5 safeguard all confidential, commercially sensitive and personal data acquired as a result of business relationships and not use it for personal advantage or the benefit or detriment of third parties.

3 Representative of the profession

Members of the CIPD shall:

- 3.1 always act in a way which supports and upholds the reputation and values of the profession.
- 3.2 uphold their responsibilities as professional people towards the wider community
- 3.3 comply with prevailing laws and not encourage, assist or collude with others who may be engaged in unlawful conduct, taking action as appropriate.
- 3.4 exhibit personal leadership as a role model for maintaining the highest standards of ethical conduct
- 3.5 be mindful of the distinction between acting in a personal and professional capacity.

4 Stewardship

Members of the CIPD shall:

- 4.1 demonstrate and promote fair and reasonable standards in the treatment of people who are operating within their sphere of influence
- 4.2 challenge others if they suspect unlawful or unethical conduct or behaviour, taking action as appropriate
- 4.3 ensure that their professional judgement is not compromised nor could be perceived as being compromised because of bias, or the undue influence of others
- 4.4 promote appropriate people management and development practices to influence and enable the achievement of business objectives
- 4.5 ensure those working for them have the appropriate level of competence, supervision and support.

Induction QuestionnaireDiploma in Applied Human ResourcesSeptember 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Wednesdays, once a month as per timetable 9.30 - 4.30 pm.
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	As per timetable issued.
4.	What is Moodle?	Online Portal to locate course information.
5.	What is Eduroam?	Wifi
6.	What is Turnitin?	When I can upload documents
7.	Do you know when you are required to hand in work?	yes - timetable issued.
8.	What is the core text for this programme?	CIPD Text books as per leaflet discussed!
9.	Do you know how to access the library catalogue?	yes - from UWTS.D website.
10.	Do you know who to go to if you have a question/concern about the course?	yes - Julie Thomas / student Rep.
11.	What is the name of the Training Adviser?	Alison Williams
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	yes.
14.	Do you need to be a member of the CIPD?	yes.
15.	What support is available for study skills?	All academic support, student support.
16.	Do you know where the fire-exits and first aid points are for the building?	yes.
17.	How many credits is the programme?	90.
18.	What is the length of the programme?	2 years.
19.	Have you been given access to the student handbook and time-table?	yes.
20.	What academic level is this qualification?	level 5.

Name:

AMANDA GLANVILLE

Signed:



CIPD Membership Number (to be added when available):

Signature of Lecturer:



Date:

17/10/18

University Regulations

Distance Learning

Student Guide

September 2018

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1 About You and the University

1.1 What is the purpose of this handbook?

This handbook provides distance learning students with additional information, specific to distance learners about the various procedures, regulations and support systems within the University. It is intended for distance learning students on programmes at undergraduate, postgraduate taught and research levels. Distance learning students need to use the student handbook specific to their level of study (*Undergraduate Student Guide*, *Postgraduate Taught Student Guide*, or the *Code of Practice for Research Degrees*) in conjunction with this guide. Information specific to distance learning students can also be found in your Programme of Study Handbook (except for MPhil and PhD by Research students).

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes are made from time to time. We shall try to keep any such changes to a minimum, and you will receive advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might helpfully be introduced into future Handbooks.

The handbook makes frequent reference to a number of other important sources of information relating to the University and to the way in which Programmes of Study (that's the name we give to your degree course) operate. These include Programme of Study Handbooks, Module Handbooks and the University's **Academic Quality Handbook (AQH)**. The AQH contains a wide range of information about the way in which the University operates and you are advised to familiarise yourself in particular with the following chapters:

- Chapter 5 – 'Student Representation, Engagement and Support' - which describes how the University assures the quality of the student experience, and provides details of our arrangements for providing you with academic and personal support during your studies;
- Chapter 6 – 'Taught Award Regulations' – which explains how taught Programmes of Study are structured and how we make decisions about the final awards;
- Chapter 7 – 'Assessment: Taught Programmes' – which contains information about the University's approach to assessment;
- Chapter 8 – 'Research Degree Regulations' – which sets out the rules governing the delivery and assessment of research degree programmes and includes the Academic Appeal Procedures and the Procedure for Student Complaints for research degree students;
- Chapter 13 – 'Student Cases' – which includes the *Academic Appeal Procedure* and the *Procedure for Student Complaints* for taught degrees.

The AQH is available in both Welsh and English on the University webpages and in the Faculty Offices: <http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/>

Please bear in mind that, occasionally, information contained in this booklet might not apply to certain aspects of your particular Programme of Study. For example, information about formal examinations does not apply to Programmes of Study that do not assess your work through a formal examination.

This handbook is intended to be helpful to you and we would welcome your feedback on how it might be improved. Please send any comments to the Academic Office via quality@uwtsd.ac.uk.

There is a dedicated distance learning page (see link below) on the website with additional information on it as well as relevant information on web pages relating to your level and type of study (undergraduate, postgraduate taught).
<http://www.uwtsd.ac.uk/online/>

1.2 The University's Framework for distance learning

Appendix DL1 in the *Academic Quality Handbook* contains the University's framework for flexible and distributed learning provision. As is noted at the beginning of this appendix, it is expected that all new programmes that are offered using this mode of study adhere to this framework at the point of proposal. With the exception of a small number of programmes of study that are being discontinued, all current programmes now adhere to this framework. Your Programme of Study Handbook will give full details with regard to the exact teaching format of your Programme of Study.

1.3 How can I make my views known to the University?

The University values feedback from all its students irrespective of their mode of study and every effort will therefore be made to ensure that distance learning students are able to provide feedback to the University (e.g. through module and programme questionnaires or national surveys, such as the UKES, NSS, PTES or PRES) and are able to participate in the University's student representative system. Please note that 'attendance' at events such as annual reviews, validation events, or staff-student committee may take the form of video-conferencing or participation through Skype or via video-conferencing.

1.4 Study periods and submission deadlines

For most distance learning Programmes of Study, the University year is divided into two semesters. The first semester starts in September and lasts until late January when there is an examination period. The second semester starts in February as soon as the assessment process is complete and ends in June. Some distance learning courses may also offer the opportunity to take a module over the summer, by which the University means between April and September. Your Programme of Study Handbook will give you information about this.

Please note that taught distance learners will be given deadlines for the submission of coursework throughout the academic year. These deadlines are either communicated to you in your Programme of Study Handbook or in the module information given to you at the start of the module.

1.5 How will the University contact me?

All distance learning students will be supplied with a University e-mail address by Information Technology & Systems prior to the start of your Programme of Study. This e-mail will be used to contact you with important information, so it is most important that you check it regularly. We ask you to use this e-mail address when contacting the university.

1.6 What is MyTSD?

MyTSD is a student portal, accessible from the web site, which gives students access to a range of Registry services, including student enrolment and the viewing of module results and Examining Board decisions. Students can log into MyTSD using their student number and password. MyTSD can be used to check personal data held in Registry, and to update information such as a change in address or telephone number.

2 About You and Your Academic Progress

2.1 How do I know what is expected of me and what I can expect from my tutors?

When you enrol on a taught Programme of Study, an MRes, or a Professional Doctorate, you will be provided with a Programme of Study Handbook. This will explain what is required of you in terms of matters such as, for example, teaching and assessment. It is your responsibility to become familiar with this information. If a programme is offered by distance learning, then it will make clear what is expected from you as a student studying through this mode. The Programme of Study Handbook will also make clear what you can expect from your module and personal tutors in terms of contact and responses to your queries. You will be given more specific information about your module (usually via the VLE) (e.g. topics of study, bibliographies and resources, teaching sessions, assessments, assessment criteria etc.). It will also detail how you will be able to make contact with other students enrolled on that module (e.g. through an on-line forum and discussion boards). Such information is normally provided to students via the University's VLE.

Coursework in the form of essays, seminar papers, or whatever else is prescribed by your lecturers or module tutors must be presented by the deadline dates assigned. If you have not received any instructions about the coursework requirements of a module, you should contact your module tutor or Programme Director as soon as possible. For information in relation to extenuating circumstances procedures, please consult the taught degrees student guide.

Distance learning students who have responsibilities and commitments in addition to their studies need to ensure that they do not enrol for more modules per semester than they are able to cope with.

2.2 Graduate Summer School and residential events

An annual graduate summer school is held for all postgraduate taught and research degrees students on the Lampeter campus, usually during the first week of July. The summer school is an excellent way to meet your tutors and fellow-students and to attend

sessions that look to enhance research methods and skills. Some Faculties may also offer a one day induction event for all distance learning students, details of which will be emailed to all students before the start of their studies. Many distance learning students find attendance at such events invaluable. Further information about the annual graduate summer school and details about the cost, dates, and programme, can be obtained from the University's Research, Innovation and Enterprise Services (RIES).

If your programme of study contains residential events, then arrangements for these will be given in your Programme of Study Handbook.

2.3 'Attendance' for Distance Learning Students

For distance learning students, 'attendance' is, of course, defined differently. Attendance for distance learning students may take the form of the submission of formative assessment during the module, the participation in online seminars, accessing video-cast or podcast sessions, on-line forums and discussion groups, attendance at scheduled meetings with the module tutor or module group through Skype or by telephone. All module tutors will define clearly what is expected from students as part of the module information given to students at the beginning of the module. Generally, it is expected that all such contact points are compulsory elements of the course as they ensure the engagement of the student with the entire module, thus ensuring that all aims of the module and learning outcomes are met.

For distance learning students writing their dissertations or research degree theses, the same regulations will apply as for residential students.

For distance learning students attending residential visits or summer schools that are credit bearing all scheduled classes are considered to be compulsory.

2.4 What might happen if my progress is unsatisfactory?

In addition to the information given in the Academic Quality Handbook with regard to unsatisfactory progress, please note that the interviews for any distance learning student whose progress is regarded as unsatisfactory may, where appropriate, take place by electronic means (e.g. Skype).

3 About You and Assessment/Examinations

3.1 What are the examination requirements for Distance Learning Students?

Depending on your Programme of Study, you may be required to sit formal examinations at times laid down by the University. For general information about examinations for distance learning students, see Appendix DL1 of the Academic Quality Handbook. Your Programme of Study Handbook will give you further details and your Programme Director or module tutor will be happy to answer any questions you may have in relation to examinations.

4 Support for Distance Learning Students

4.1 Pastoral Care

All distance learning students studying with the University will have a personal or year tutor. If you have not been told the name of your personal or year tutor by your School / Cluster at the start of your studies, your Programme Director will be able to tell you who your personal or year tutor is. Full information about the personal or year tutor system can be found in the Academic Quality Handbook and the Student Guide relevant to your level of study.

4.2 Student Services

The Student Services department provides high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. In the case of distance learners, such assistance will normally need to be provided by telephone, e-mail or video conferencing – but the University will seek to ensure that the service provided is comparable with that provided to campus-based students.

Student Services offers a range of services to distance-learning students including:

- Careers Service;
- Counselling Service;
- Mental Health Advisory Service;
- Study Skills Support – advice on studying, preparing and presenting assignments etc. Details of the study skills support available to distance learners are provided on the Student Services webpages at: <http://www.uwtsd.ac.uk/study-skills/>
- Support for students on issues related to pregnancy, maternity, paternity and adoption leave;
- Support for disabled students;
- Financial support (for eligible students) from the University's Hardship Fund (UK-domiciled students), and the University's Scholarships and Bursaries package including a limited number of awards for international students;
- General student finance advice including advice on managing student debt;
- Support for international students.

Details of how you can access these services, including e-mail and phone contact details are available on the Student Services pages of the University website: <http://www.uwtsd.ac.uk/student-services/>.

Most of the services are delivered throughout the year, whilst some services are limited to University term-time only.

The University is firmly committed to enhancing the support services available to distance learning students and will work to improve the range and quality of services provided.

4.3 Visiting the University

As a distance learning student you may from time to time want to visit the University for a short intensive study period, for example in order to access the library or meet with your dissertation tutor for a number of supervisory sessions. The University's Accommodation

Officers will be able to help you to book a room on campus for a short period. Please note that it may not always be possible to offer visiting students a room on campus; at some times of the year the campuses get extremely busy.

4.4 Students' Union

All students are automatically members of the Students' Union who primarily exist to help and support your academic learning and work to advocate on your behalf to help improve your student experience. The Students' Union operates a range of mechanisms to capture your voice, ideas and experience, all of which can be accessed from their website (www.tsdsu.co.uk) and via their social media (search for 'TSDSU' on Facebook and Twitter).

One of the main projects run by the SU is the Course Representative system, ensuring that every student has access to a student rep on their course, providing accessible and relevant feedback opportunities to both the Union and the University.

Contact your Students' Union for any information on your rights as students, any help with academic issues, or if you have any ideas on how your student experience could be improved.

The Students' Union also runs and supports a variety of student-led social and co-curricular activity, and is always on the look-out for new ideas for activities and development opportunities to ensure that every student makes the most from their time at UWTSd.

5 Resources for Distance Learning Students

This section outlines the general resources available to distance learning students in terms of Information Technology & Systems and Library and Learning Resources. Details of the availability of resources of a more specialist nature are provided in Programme of Study Handbooks.

A series of guides to support you in utilising all resources available at the University, How to I, can be accessed via MyDay <http://myday.uwtsd.ac.uk>.

5.1 Information Technology & Systems (IT&S) for Distance Learning Students

The University recognises that Information Technology is an indispensable tool in the delivery and management of learning and is essential to support both the academic and administrative activities of the University.

As a distance learner when you have completed the enrolment process you will receive a confirmation of enrolment email to your personal email account, which will trigger your IT account to be created within 24 hours for you. Once your IT account has been created you will receive your login details via email to your personal email account. This account will enable you to access to the following:

- **VLE (Moodle)** – An online area where you will find information about your programme, modules and administrative information via <http://moodle.uwtsd.ac.uk>
- **Microsoft Office 365 email account** – A Microsoft system that provides students with a UWTSd email account in the format of studentnumber@student.uwtsd.ac.uk (e.g. 12345678@student.uwtsd.ac.uk). Once your account is created you can access your email via MyDay or directly via <http://www.outlook.com/uwtsd.ac.uk>.

IT Service Desk

Technical support is available to distance learners 24/7/365 and all requests are dealt with taking account of priority.

The main IT support for students is via the IT Service Desk. All IT problems and requests should be logged via the IT Service Desk where possible. There are three main methods to contact the Service Desk:

- Phone the Service Desk on **0300 500 5055** (ext 5055 internally). **Telephone support is available 24/7 365 days a year.**
- Email ITServiceDesk@uwtsd.ac.uk
- Log on to <https://webhelp.uwtsd.ac.uk> with your account details to log the request/issue

IT Service Desk hours:

Term Time
Monday to Thursday 8.30am - 8pm. Fridays 8.30am – 4.30pm (except Bank Holidays and University closure days)

Non-term Time
Monday to Thursday 8.30am - 5pm. Fridays 8.30am – 4.30pm (except Bank Holidays and University closure days)

For more information on IT&S at the University please visit our dedicated website www.uwtsd.ac.uk/its which contains all the information you need including:

1. Full video and PDF guides on various subjects
2. Getting connected pages with information on Student IT accounts, Email and Wireless access

5.2 Technology Enhanced Learning

5.2.1 MyDay

MyDay is a flexible student portal that will work in most browsers on desktop PCs, laptops, tablets and smartphones and is available as an app for Apple, Android and Windows devices.

MyDay allows you to manage your student experience by providing a gateway to:

- Moodle
- Library services
- PC Availability
- Help & Advice
- Career Guidance
- University Email
- News and Events
- Important Announcements
- Student forms

How to access MyDay

1. Using any web browser type in: <http://myday.uwtsd.ac.uk> (Internet Explorer on campus PCs will automatically sign you in to MyDay)
2. If/When prompted - Enter your University email address and password. If you have problems logging in, check that the caps lock key on your computer keyboard is off and that you use the correct combination of lower case and capital letters in both your username and your password.

Problems?

Contact the IT Service Desk or email: myday@uwtsd.ac.uk

5.2.2 Using the VLE

Access to the University's VLE is important for all students, but even more so for students studying through distance learning.

The University VLE system is Moodle. Your username and password for Moodle will be the account details confirmed by the online account creation process detailed above.

More detailed information about the relevant VLE for your studies and how to get help is available here:

Moodle: <http://moodle.uwtsd.ac.uk>

If you have enrolled and are having issues logging on to the VLE, please contact ITServiceDesk@uwtsd.ac.uk. If you have login details and find that any of your modules or content is missing please contact your module tutor or Programme Director as soon as possible.

Please note that you should not try to access any courses before the start of the teaching study period as a module may not yet have been set up or teaching material may not yet have been uploaded.

5.2.3 Getting started with Moodle

All distance learning programmes of study have a Moodle space. This short section will take you through finding and logging into Moodle.

1. The web address is: <http://moodle.uwtsd.ac.uk> (There is no need to remember the address, go to the **University home page** then click **Quick Links** at the top of the screen or you can access Moodle via MyDay).

2. Log into the Moodle page with your usual university username and password. This will take you to *your* homepage; you will see the Schools and *your* modules in the centre of the screen.
3. Click on the module name (on the right side of the screen) to access *your* learning materials and links related to the module.
4. There is additional support within Moodle from the front page in the link called Moodle Resources. Here you will find information on how to use some of the features. There is additional useful information on the front page including links to the Learning Resources Centre and Student Support. Additionally there is a link to a group of Discussion Forums within this space you will find a specific discussion link for distance learning students. At the top of the screen there are links to other services.

5.3 Library and Learning Resources for Distance Learning Students

Information about services for distance learners can be found via the Library's website: <http://www.uwtsd.ac.uk/library/services/services-for-distance-learners/>

5.3.1 Online Library

In order to provide an equitable service to all students, the library aims to provide as many resources as possible electronically. The library subscribes to a wide variety of e-resources, including e-books and e-journals, all of which are available via the library website and are searchable via the library catalogue. E-resources can be accessed from anywhere using your university login: <http://www.uwtsd.ac.uk/library/online-library/>. For support in accessing and locating material and finding out which e-resources are most appropriate for your course, please contact your Academic Liaison Librarian who will be happy to assist you: library@uwtsd.ac.uk.

5.3.2 Borrowing resources

Should you wish to come to the library in person to borrow resources you will need your University ID card which is also your library card. Your library account can be managed online via the library catalogue where you can check due dates and renew your books. Please be aware that you may not be able to renew your books if they've been requested by someone else, in which case it is advisable to return them as soon as possible to avoid incurring a fine.

Distance Learning students in the UK and Ireland are entitled to join the SCONUL Access scheme which is a reciprocal service supported by most of the higher education and national libraries of the UK and Ireland, and provides borrowing privileges for most distance learning students. This means that with a SCONUL Access card you may be able to borrow material for your course from a local University library. Further information on how to join the Scheme is available on the SCONUL Access website: <http://www.sconul.ac.uk/sconul-access> or contact sconul@uwtsd.ac.uk for more details.

If you are unable to get access to the material you require, you can request it using the online form: <http://www.uwtsd.ac.uk/library/services/services-for-distance-learners/>. Please note that some services are only available to Postgraduate Distance Learners.

5.3.3 Advice and Support

The Library can also help you to develop expertise in finding, evaluating and using information effectively and ethically and advise on research data management. We can also help you with your bibliographies and citations, including the use of RefWorks; an online research management, writing and collaboration tool which you have access to. Please see Digital and Information Literacy for further details. Advice can be provided via e-mail, phone or Skype.

Students able to attend the annual Postgraduate Research Festival can also ask for a personal one-to-one session in order to familiarise themselves with the online library resources.

For further information about any of our services, please contact: library@uwtsd.ac.uk. It would be helpful if you were able to include your student number when contacting us so as to avoid any delays in responding.

5.4 General Information

5.4.1 Useful Web addresses

General distance learning	http://www.uwtsd.ac.uk/online/distance-learning/courses/
Moodle	http://moodle.uwtsd.ac.uk/
Information Technology & Systems	http://www.uwtsd.ac.uk/its
Library and Learning Resources	http://www.uwtsd.ac.uk/library/services/services-for-distance-learners/
Student Services	http://www.uwtsd.ac.uk/student-services/
Students' Union	http://www.tedsu.co.uk
Registry	http://www.uwtsd.ac.uk/registry/
Finance	http://www.uwtsd.ac.uk/finance/
Academic Office	http://www.uwtsd.ac.uk/academic-office/

5.5 Financial requirements

Programme fees are payable in full upon enrolment. If fees are to be paid by an employer or sponsor, then you should produce documentary evidence of grant aid/sponsorship when enrolling.

Programme fees are normally charged on an annual basis, but in the event of a student discontinuing the programme, fees will be charged pro-rata up to the date at which the University is informed in writing on the appropriate form that they have withdrawn. Fee-

paying by instalments requires the approval of the Finance Office and the production of an agreed payment plan.

Payment for tuition fees can be made in one of the two following ways:

1. Immediate payment

Tuition fees can be paid immediately, in full, by credit/debit card. The payment will be processed straight away and the full fees will be collected immediately.

2. Recurring card payment

Tuition fees can be scheduled for payment on agreed dates (see payment dates below) using a credit/debit card. All major credit cards are accepted except American Express and Diners Club. Please note: setting up a recurring card payment will ensure all payments due for the current academic year will be made automatically. You need do nothing further (for this year) unless we contact you to say otherwise.

Tuition fees can be scheduled for future payment in one, two or three instalments, depending on value. Payment dates are as follows:

One instalment: 1 October

Two instalments: 1 October and 7 January

If you choose to pay in two instalments the total cost will be split as detailed below:

1st Instalment - 50%

2nd Instalment - 50%

Three instalments: 1 October, 7 January and mid-April (date to be advised)

If you choose to pay in three instalments the total cost will be split as detailed below:

1st Instalment - 34%

2nd Instalment - 33%

3rd Instalment - 33%

Notes for international students: if you have paid a deposit towards your programme of study, please reduce the total tuition fee to be paid by the amount already paid as a deposit.

5.6 Finance and debt

Details of the various mechanisms that are in place to help you manage your finances are available from Student Services. However, where a current or former student is in debt to the University and has not made acceptable arrangements to manage and repay the debt, the University reserves the right to commence legal proceedings to recover the outstanding debts, and recover or replace any University property.

The University's policy is also that students with outstanding tuition fee debt will not be entitled to graduate or to progress to the next year of their studies.

If you are in debt, you are strongly advised to get in touch with Student Services or with the Finance Department so that they can help you identify a mechanism for dealing with your debt.

Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5CDPP

Module Name: Developing Professional Practice in Human Resource
Management (Activity 2)

Word Count: 1037

Student Name: Amanda Glanville

Student Number: 1810229

CIPD Membership Number: 53072713

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:

A Glanville

Date: 26th November 2018

Activity 2

Report of the range of HR roles and behavioural requirements of HR professionals

Introduction

Meaningful Continuous Professional Development (CPD) increases productivity, encourages creativity and improves staff engagement and retention (CIPD, 2005). CPD is currently a key focus of the human resources agenda. CPD should benefit the organisation and the individual, giving the most up to date, relevant information and allow application of learning within the profession. The CIPD's HR profession map outlines the competencies required within the HR role, with the prime function of driving professional development. (Perkins, Wilkinson, and Woodhams, 2016)

This report will evaluate how the CIPD HR Professional Map (HRPM) bands define the HR Profession. It will also define how the behaviours in the CIPD HRPM are essential to being an effective HR professional.

Findings

HR professionals are Human Resource Management (HRM) is about adding value. This can be achieved by maintenance activities, crisis prevention, continuous improvement and change management to maximise the contributions of employees, whilst inspiring them to be the best they can be (CIPD, 2015). In order to achieve this, the HR professional needs to demonstrate many behaviours that are identified in the CIPD HRPM. These will be discussed later.

The CIPD HR Profession Map is a progressive framework, to supports all HR Professionals at any level through four developmental bands of professional competence, from band 1 at the start of an HR career transitioning through the bands to band 4. A band 1 HR Technician, would be directly working with the client, transitioning to a band 2 advisor, progressing to a band 3 consultant and finally, to the other end of the scale, a band four leadership colleague, who would lead and develop strategies. The HR professionals in this example would work at differing degrees of complexity, striving to develop within their profession. There are five areas that the CIPD HRPM assess level of competence towards.

These are, where the time is spent, service provided to the client, the relationship with the client, focus on activities performed and the measure of success (CIPD, 2015).

There are ten professional areas in total, two of which are at the core of the professional map. The difference between the two professional areas (Insights, strategy and solutions and leading HR) and the remaining eight, is that they are relevant to all HR professionals, regardless of their experience, band or role. These core areas focus on the people and organisational context, providing a direction (CIPD 2015). Insights, strategy and solutions focusses on the development of the HR professional in relation to the business context, aligning organisational needs with political, environmental, economic and social drivers. HR professionals will strive as they transition through the bands, from gaining and understanding to leading strategically. Leading HR promotes the HR professional as a role model, supporting, developing and assessing the workforce, ensuring that HR is visible within all areas of the organisation and providing a support function to lead the workforce (CIPD, 2015).

The eight other professional areas are organisational design, organisational development, resourcing and talent planning, learning and development, performance and reward, employee engagement, employee relations and service delivery, and information. These allow HR professionals to assess their performance within a specific role.

The eight behaviours identified by the CIPD HRPM are to be curious, a decisive thinker, skilled influencer, personally credible, collaborative, driven to deliver, have the courage to challenge and a role model. There is a growing importance that HR professionals need to be a 'thinking performer' (Taylor & Woodhams, 2016), this demonstrating the links between the professional map and the HR role. Similarly, the CIPD suggest that HR professionals need to be 'business savvy' (CIPD, 2015), involving knowing the business model, generating insight, connecting with curiosity and leading with integrity (Taylor & Woodhams, 2016). This not only links with the core professional areas relating to insights, strategy and solutions, it also relates to all eight behaviours mentioned above. Being 'business savvy' also relates to the other professional areas of HR.

HR professionals have to adhere to the CIPD Code of Conduct, which requires some of the behaviours identified in the profession map (Taylor & Woodhams, 2016). This document outlines that members should establish, develop and maintain relationships built on trust and therefore involve being personally credible, a role model and challenge unprofessional behaviour (CIPD 2015).

As with the professional areas, there is an expectation for HR professionals to progress through the bands. If being curious was considered, at band one, a HR professional would be expected to be open to change and comfortable with failure. A band 4 would promote a culture that supports continuous improvement and innovation.

A professional makes use of specialist knowledge, skills and expertise (Lester 2010). HR professionals should be business and change focussed (Perkins, Wilkinson, and Woodhams, 2016), expert facilitators, building capability of the workforce to lead and deliver change (CIPD, 2015).

The HR function is to enable staff to maximise their potential (Taylor & Woodhams, 2016). In order to achieve this, there is a requirement to be a skilled influencer, have credibility, the ability to work collaboratively and a role model. (CIPD, 2015)

Taylor (2014) identifies three ways a HR professional can contribute to an organisation, delivering business objectives, being an ambassador for effective people management and providing an excellent HR administrative function (Taylor, 2014). Delivering business objectives relates to the insights, strategy and solutions professional area as well as others. The ambassador and HR administrative function relate to the leading HR core professional area.

Conclusion

Having considered the CIPD professional map, the professional areas and behaviours provide a clear pathway for all HR professionals to continuously develop within their role, both personally and professionally. The self-assessment tool provides the flexibility for HR professionals to work within their specialities, whilst having the ability to develop other professional areas at a different pace.

Cheese (2018) introduced the Profession Map 2018, updated to meet the needs of the changing profession. Although discussion has been around the 2013 professional map, having identified the similarities, the relevance to the HR profession remains the key focus of the framework.

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Activity 3

Work-based activity using project management techniques

Introduction

The NHS Wales Skills and Career Development Framework was mandated for Health Care Support Workers (HCSW) in domiciliary care in 2016. Within Nursing and Allied Health Professionals within the acute setting, this was mandated from April 2018 (WEDS, 2016). Health Education and Improvement Wales (HE&IW) collate data from all Health Boards to include in their annual report for Welsh Government. This was then disseminated to Health Boards to implement the Career Framework at a local level. Fundamentally, this Framework sets out that HCSW should hold a qualification at their salary band level.

Findings

To be successful within the project, a well-defined process needs to be not only in place, but followed (Horn 2009). In order to plan the project, I used the project life cycle. The stages were met as follows:

Initiation

The first phase of the project was the initiation stage, in which a business case went to the executive board. Following board approval, project management responsibility was issued. This stage centred around agreeing the aim and operational responsibilities, identifying the stakeholders and the timescales. This information was then used to produce a Terms of Reference document (evidence 22). It was also agreed that there needed to be measurable data outcomes by 31st December 2018. Progress and review meetings quarterly with a full implementation plan for the Health Board submitted to HE&IW by 2020.

Planning and design

Planning involves the production of various documents including breakdown, structures, timeline, milestones and prioritisation (Horn 2009). A Gantt chart was used (evidence 23) as it shows the different components that will be worked on simultaneously (Johns, Perkins 2016). Prior to producing a Gantt Chart, a meeting was held to brain storm and agree career pathways needed, proposed processes for HCSW's and actions (evidence 24,25,26). From these notes, a Gantt chart was produced using the top-down planning approach. Due to the enormity of the project, separate action plans (evidence 27) were used to manage each service, outlining the actions required and who would take ownership for the completion. A communication action plan was also considered as part of this phase, confirming promotion of qualification.

Execution

This is the stage that progress needs to be made towards agreed objectives (Horn 2009). Once the Gantt chart was written, the service specific action plans were used, with the action plans driving the overall plan. Due to the volume of stakeholders involved, each action plan formed part of service meetings. This project involved the negotiating with service leads, assistant directors and managers, who already manage a stretched service in terms of staffing. This project requires a lot negotiating skills, effective communication and the ability to managing conflict and as a HR manager. In order to influence the services to adopt the framework, I needed to be friendly, share the vision and build alliances (Yemm, 2008). Using Thomas-Kilmann's Conflict Resolution Model, identifies five approaches to resolving conflict (Riasi & Asadzadeh, 2015). With high assertiveness and high cooperative from all parties, collaboration can be achieved. When using Stephen Covey's Seven Habits Model, focussing on interpersonal habits, a win/win habit is needed. Seek to understand, show respect, sympathy and work towards creating synergy and collaboratively agree a solution (Covey, 2013).

In order to increase self-awareness, questionnaires were completed relating to handling conflict, communication style, communication effectiveness, team roles and active listening. This proved very useful, especially when negotiation was needed. A mentor statement has been produced, providing evidence of the resistance to requests and actions taken (supplementary evidence attached).

Self-management at work is also important. In order to plan and prioritise my work, I used to-do lists. Once a list had been produced, I was then able to use the ABC method.

Monitoring and controlling

Monitoring is an ongoing process which starts as soon as the execution phase has begun (Johns & Perkins, 2016). This was managed in service leads meetings using action plans (evidence 27). At these meetings, timescales were amended, progress discussed and changes to the plan made. This also involved persuasive skills issues with resources. Which is managed alongside this phase, known as the monitoring and controlling phase.

There were lots of changes within the execution of this project as until services were on board, the barriers and challenges were not evident, requiring analytical and critical thinking. In order to encourage all groups to look at the problem from a different perspective, the De Bono's Six Thinking Hats technique was used, with groups happy to use this tool, weighing up options. For those who did not want to knowingly use a structured tool, I followed the Hurson's Productive Thinking Model, asking specific questions, encouraging creativity and critical thinking at each stage of the problem-solving process (Mind Tools 2018). This encouraged asking questions to drill down for specific answers.

Completion

The final phase of the project management stage is the evaluation stage (Johns & Perkins, 2016). The data cleanse action plan (evidence 27) shows the plan signed off, actions closed and then reflection notes following a post data cleanse meeting.

Conclusion

As mentioned in the report, this project involved a significant amount of time, negotiating with stakeholders to achieve a collaborative outcome. This was not factored into the planning stage and resulted in a lot of deadlines being extended. This is an area for reflection of how this can be achieved going forward. Also related to time management and managing expectations, be prudent in agreeing timescales. Templar (2003) outlines it is better to under promise and over deliver. This allows for unforeseen problems and protects an individuals integrity.

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Belbin team type questionnaire

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

How to complete the questionnaire

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

When involved in a project with other people:

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

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

Section 1

What I believe I can contribute to a team

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

Section 2

If I have a possible shortcoming in teamwork, it could be that:

A	I am not at ease unless meetings are well structured and controlled and generally well conducted	
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing	
C	I have a tendency to talk a lot once the group gets on to a new topic	
D	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues	
E	I am sometimes seen as forceful and authoritarian when dealing with important issues	
F	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere	
G	I am apt to get caught up in ideas that occur to me and so lose track of what is happening	
H	I am reluctant to contribute unless that subject deals with an area I know well	
I	I am reluctant to express my opinions or proposal or plans that are incomplete or are insufficiently detailed	

Section 3

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	32
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	21
D	I can be counted on to contribute something original	1
E	I try to maintain my sense of professionalism	1
F	I am quick to see possibilities in new ideas and developments	1
G	I believe my capacity for judgement can help to bring about the right decisions	2
H	I can be relied upon to bring an organised approach to the demands of the job	1
I	I am always ready to back a good suggestion in the common interest	1

Section 4

My characteristic approach to the group is that:

A	I contribute when I know what I'm talking about	
B	I am not reluctant to challenge the view of others or hold a minority view myself	
C	I can usually find a line of argument to refute unsound propositions	1
D	I think I have a talent for making things work once a plan has to be put into operation	
E	I prefer to avoid the obvious and to open up lines that have not been explored	
F	I bring a touch of perfectionism to any job I undertake	3
G	I am likely to be the one to make contacts outside the group or the firm	3
H	While I am interested in all views I have no hesitation in making up my mind once a decision has to be made	3
I	I maintain a quiet interest in getting to know colleagues better	

Section 5

I gain satisfaction in a job because:

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

Section 6

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

A	I would feel like devising a solution of my own and then trying to sell it to the group	
B	I would be ready to work with the person who showed the most positive approach	
C	I would find some way of reducing the size of the task by establishing what different individuals might best contribute	
D	My natural sense of urgency would help to ensure that we did not fall behind schedule	4
E	I like to read up as much as I conveniently can on the subject	
F	In spite of conflicting pressure I would press ahead with whatever needed to be done	1
G	I would take the lead if I felt the group was making no progress	3
H	I would open up discussions with a view to stimulating new thoughts and getting something moving	
I	I believe I would keep cool and maintain my capacity to think straight	2

Section 7

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

A	I am apt to show my impatience with those who are obstructing progress	
B	Some people criticise me for being too analytical	
C	My desire to check that we get the important details right are not always welcome	3
D	I am inclined to feel I am wasting my time and would do better on my own	1
E	I find it difficult to get started unless the goals are clear	
F	I am sometimes poor at putting across complex points that occur to me	2
G	I am conscious of demanding from others the things I cannot do myself	
H	I hesitate to express my personal views in front of difficult or powerful people	4
I	I tend to show boredom unless I am actively engaged with stimulating people	

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

Scoring

The table below is used to compile your Belbin scores.

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

Then add up your totals for each team role.

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

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

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Totals
Completer	E	I	B	F	G	D	C	
Finisher	3		~~4~~ 3	3	1	4	3	14
Implementer	G	A	H	D	I	F	E	5
Monitor	H	D	G	C	A	I	B	
Evaluator			2	1	1	2		6
Specialist	C	H	E	A	B	E	D	6
Co-ordinator	D	B	A	H	F	C	G	6
Team worker	B	F	I	I	C	B	H	8
Resource	A	C	F	G	E	H	I	
Investigator			1	3	1			5
Shaper	F	E	C	B	D	G	A	15
Plant	I	G	D	E	H	A	F	4

Using the team type information

Now that you are more aware of your preferred style of working you can choose how to use the information.

Playing to your strengths

Whatever your preferred team type, see it as a strength.

Seek out tasks or projects requiring your skills.

Look for opportunities to work in teams that need your team-type to achieve the right balance.

Become more flexible

Remember the team type questionnaire shows your preferred style, this does not mean it needs to be your only style!

Think about your second, third, fourth choices - would you like to work more on these areas?

If you work in a team that does not have the right balance, could you think about taking on another team type role?

See other people's team type as a strength and think about how you could work more effectively together

Seek out tasks and projects to develop strengths in other areas (often we prefer doing things we are good at)

Using the information with others

You now have information about your team type, and may wish to think about using the questionnaire within your own team

Explain what it's all about - it's not a test, it's about individual preferences

Agree how you will all be able to use the information

Share your own team type - go first

Use the information to try out new ways of working together

A word of warning

Don't become a self-fulfilling prophecy. The questionnaire shows only your preferred style, it does not mean that you cannot operate in the other areas, only that given the choice you will adopt your preference.

HOW DO I MANAGE DIFFERENCES?

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

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

1. ☐ A There are times when I let others take responsibility for solving the problem.
☒ B Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. ☐ A I try to find a compromise solution.
☒ B I attempt to deal with all of his and my concerns.
3. ☒ A I am usually firm in pursuing my goals.
☐ B I might try to soothe the other's feelings and preserve our relationship.
4. ☒ A I try to find a compromise solution.
☐ B I sometimes sacrifice my own wishes for the wishes of the other person.
5. ☐ A I consistently seek the other's help in working out a solution.
☒ B I try to do what is necessary to avoid useless tensions.
6. ☒ A I try to avoid creating unpleasantness for myself.
☐ B I try to win my position.
7. ☐ A I try to postpone the issue until I have had some time to think it over.
☒ B I give up some points in exchange for others.
8. ☐ A I am usually firm in pursuing my goals.
☒ B I attempt to get all concerns and issues immediately out in the open.
9. ☐ A I feel that the differences are not always worth worrying about.
☒ B I make some effort to get my way.
10. ☐ A I am firm in pursuing my goals.
☒ B I try to find a compromise solution.
11. ☒ A I attempt to get all concerns and issues immediately out in the open.
☐ B I might try to soothe the other's feelings and preserve our relationship.
12. ☒ A I sometimes avoid taking positions which could create controversy.
☐ B I will let him have some of his positions if he lets me have some of mine.
13. ☒ A I propose a middle ground.
☐ B I press to get my points made.

Source: Kenneth Thomas & Ralph Kilman (1976).

14. ☒ A I tell him my ideas and ask him for his.
☐ B I try to show him the logic and benefits of my position.
15. ☐ A I might try and soothe the other's feelings and preserve our relationship.
☒ B I try to do what is necessary to avoid tensions.
16. ☐ A I try not to hurt the other's feelings.
☒ B I try to convince the other person of the merits of my position.
17. ☒ A I am usually firm in pursuing my goals.
☐ B I try to do what is necessary to avoid useless tensions.
18. ☐ A If it makes the other person happy, I might let him maintain his views.
☒ B I will let him have some of his positions if he lets me have some of mine.
19. ☒ A I attempt to get all concerns and issues immediately out in the open.
☐ B I try to postpone the issue until I have had time to think it over.
20. ☒ A I attempt to immediately work through our differences.
☐ B I try to find a fair combination of gains and losses for both of us.
21. ☒ A In approaching negotiations, I try to be considerate of the other person's wishes.
☐ B I always lean toward a direct discussion of the problem.
22. ☒ A I try to find a position that is intermediate between his and mine.
☐ B I assert my wishes.
23. ☒ A I am very often concerned with satisfying all our wishes.
☐ B There are times when I let others take responsibility for solving the problem.
24. ☒ A If the other's position seems very important to him, I would try to meet his wishes.
☐ B I try to get him to settle for a compromise solution.
25. ☐ A I try to show him the logic and benefits of my position.
☒ B In approaching negotiations, I try to be considerate of the other person's wishes.
26. ☒ A I propose a middle ground.
☐ B I am nearly always concerned with satisfying all our wishes.
27. ☒ A I sometimes avoid taking positions which could create controversy.
☐ B If it makes the other person happy, I might let him maintain his views.
28. ☐ A I am usually firm in pursuing my goals.
☒ B I usually seek the other's help in working out a solution.
29. ☒ A I propose a middle ground.
☐ B I feel that the differences are not always worth worrying about.
30. ☐ A I try not to hurt the other's feelings.
☒ B I always share the problem with the other person so that we can work it out.

Source: Kenneth Thomas & Ralph Kilman (1976).

Your scores on the 5 styles for handling conflict

No set of scores will ever describe you perfectly. They provide a way to talk about your *most preferred* and *least preferred* style for handling conflict - about your conflict comfort zone. You do not always approach things in exactly the same way; but neither do you try something different each time. You starting point for managing conflict tends to be your comfort zone.

Transfer your score from the 30 questions to this sheet by circling the A or the B letters below that you circled on each question. Then add up each column to get a score for each style.

	Competing (forcing)	Cooperating (problem solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodating (smoothing)
1				A	(B)
2		(B)	A		
3	(A)				B
4			(A)		B
5		A		(B)	
6	B		(A)	(A)	
7			(B)	A	
8	A	(B)			
9	(B)		(B)	A	
10	A		(B)		
11		(A)			B
12			B	(A)	
13	B		(A)		
14	B	(A)			
15				(B)	A
16	(B)				A
17	(A)			B	
18			(B)		A
19		(A)		B	
20		(A)	B		
21		B			(A)
22			(A)		
23		(A)		B	
24			(B)		(A)
25	A				(B)
26		B	(A)		
27				(A)	B
28	A	(B)		B	
29			(A)		
30		(B)			A
Total	4	9	8	5	4

Source: Kenneth Thomas & Ralph Kilman (1976).

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

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

FOLLOW-UP

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

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

A. Competing

Uses:

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

If you scored High:

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

If you scored Low:

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

B. Cooperating

Uses:

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

If you scored High:

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

If you scored Low:

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

C. Compromising

Uses:

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

If you scored High:

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

If you scored Low:

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

D. Avoiding

Uses:

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

If you scored High:

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

If you scored Low:

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

E. Accommodating

Uses:

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

If you scored High:

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

If you scored Low:

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

COMMUNICATION EFFECTIVENESS QUESTIONNAIRE

1. I maintain good eye contact and give people my full attention

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

2. I smile warmly at people when they appear to want to talk to me

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

3. I let people finish what they are saying without interrupting

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

4. I show genuine interest when people are talking to me

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

5. I encourage people to speak their minds openly and share concerns

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

6. I appear in the right frame of mind for all important discussions

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

7. My body language is conducive to attentive listening

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

8. I listen enthusiastically and positively

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

9. I do not trivialise the ideas or views expressed by other people

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

10. I am calm and patient in conversation and discussion

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

11. I am well prepared for meetings

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

12. I avoid making the other person feel as if they are being interrogated

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

13. I communicate feelings as well as ideas and facts

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

14. I speak up when I am confused or unsure

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

15. I summarise what I have heard to make sure I have understood clearly

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

16. I give people time, attention and encouragement so they can get the message across

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

17. I communicate clearly when giving information and instruction

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

18. I openly demonstrate that I appreciate feedback from other people

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

19. I do not insult or demean the other party when offering critical comments

Rarely	Occasionally	Sometimes	Frequently	Always
				✓

20. I am able to get complicated ideas across clearly

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

21. I deliver my communication at a pace and way that is comfortable for others

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

22. I demonstrate that I am helpful and genuine in conversations

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

23. My written communications are clear and concise

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

24. I keep everyone informed where appropriate

Rarely	Occasionally	Sometimes	Frequently	Always
			✓	

Please provide any further details on what I do well:

Fair, respect,

Please provide any further details on what I could do better:

Stop at think before
talking.

Thank you for your time

Active Listening

How well do you listen?

Think about your 1-2-1 interactions in University and in your personal life. For each item, indicate how frequently you practice a particular behaviour. Place a tick in the appropriate column.

	Almost Always	Sometimes	Rarely
1. I maintain eye contact with the person talking to me.	✓		
2. I allow others to finish expressing their thoughts without interrupting.		✓	
3. I refrain from engaging in other activities while someone is talking to me.			✓
4. I paraphrase what the other person has said to ensure my understanding of his/her message.		✓	
5. I concentrate and focus on the other person's message even if I'm not interested.		✓	
6. I refrain from forming a disagreement in my head while the other person is speaking.		✓	
7. I ask open-ended questions to clarify my understanding of the other person's message.	✓		
8. I refrain from thinking of other things or day-dreaming while the other person is talking.		✓	
9. I use nonverbal cues such as head nodding to encourage the speaker to continue.	✓		
10. I "tune out" sounds and other external distractions when listening to someone speak.			✓
11. I take notes, when necessary, to help me remember key points from the conversation.	✓		
12. I do not overreact to emotionally charged words.	✓		
13. I listen to the other person's main message.	✓		
14. I pay attention to the other person's nonverbal cues that may contradict his/her message.	✓		
15. I concentrate on the other person's message, not on his or her appearance or mannerisms.		✓	

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your relationships with others.

- We listen to obtain information.
- We listen to understand.
- We listen for enjoyment.

- We listen to learn.

Given all this listening we do, you would think we'd be good at it!

In fact most of us are not, and research suggests that we remember between 25 percent and 50 percent of what we hear. That means that when you talk to your boss, colleagues, customers or spouse for 10 minutes, they pay attention to less than half of the conversation. This is dismal!

Turn it around and it reveals that when you are receiving directions or being presented with information, you aren't hearing the whole message either. You hope the important parts are captured in your 25-50 percent, but what if they're not?

Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you'll avoid conflict and misunderstandings. All of these are necessary for workplace success!

About Active Listening

The way to become a better listener is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.

In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.

If you're finding it particularly difficult to concentrate on what someone is saying, try repeating their words mentally as they say them – this will reinforce their message and help you stay focused.

To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. To understand the importance of this, ask yourself if you've ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it's even worthwhile continuing to speak. It feels like talking to a brick wall and it's something you want to avoid.

Acknowledgement can be something as simple as a nod of the head or a simple "uh huh." You aren't necessarily agreeing with the person, you are simply indicating that you are listening. Using body language and other signs to acknowledge you are listening also reminds you to pay attention and not let your mind wander.

You should also try to respond to the speaker in a way that will both encourage him or her to continue speaking, so that you can get the information if you need. While nodding and "uh huh" says you're interested, an occasional question or comment to recap what has been said communicates that you understand the message as well.

Becoming an Active Listener

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

1. Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's body language.

2. Show That You're Listening

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes and uh huh.

3. Provide Feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.

- Ask questions to clarify certain points. "What do you mean when you say?" "Is this what you mean?"
- Summarize the speaker's comments periodically.

If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

4. Defer Judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.

Key Points

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening habits are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviours and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

Communication Style Questionnaire

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

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

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

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

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

Self-Assessment: Results

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

Then total each column downwards.

Look at the column where your score is the highest.

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

Q1	4	Q3	4	Q4	2	Q2	3
Q5	4	Q6	4	Q7	2	Q8	2
Q10	3	Q11	4	Q9	1	Q12	3
Q14	4	Q15	2	Q16	2	Q13	1
Q18	2	Q17	2	Q19	1	Q20	2
Total	17	Total	16	Total	8	Total	9
Assertive		Passive		Passive Aggressive		Aggressive	



1. Constitution

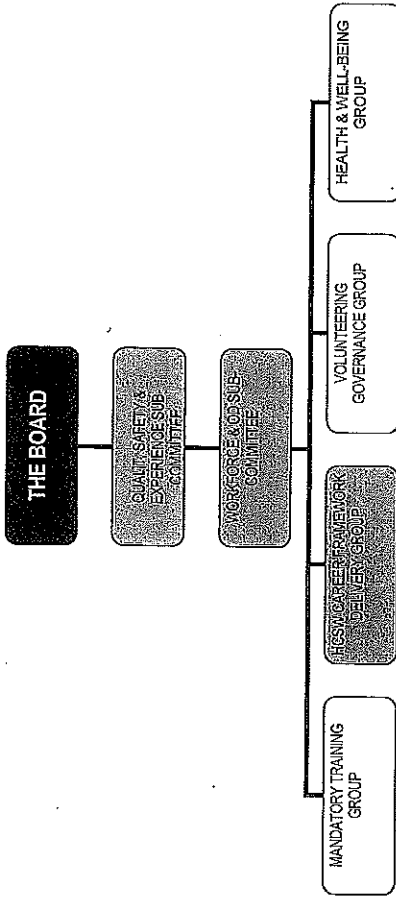
- 1.1 The HCSW Career Framework Delivery Group has been established to co-ordinate, drive and oversee the implementation of the delivery of the All Wales HCSW Career Framework.
- 1.2 The NHS Wales HCSW Career Framework establishes the principles by which all Health Boards should develop their support worker workforce. This includes formal education requirements and targets for achieving compliance which are reported on an annual basis.

2. Membership

- 2.1 The membership of the Group shall comprise:

Title
Mrs Angie Oliver – Assistant Director of Workforce and OD (Chair)
Amanda Glanville – Senior Workforce Advisor
Chris Hayes – Assistant Director of Nursing (Practice)
Will Oliver – Assistant Director of Therapies and Health
Siân Hall – Head of Simulation and Clinical Skills
Fish Mathias Lloyd – HCSW Development Manager
Shelley Dony – Future Workforce Development Manager
Polly Leet – Assistant Director of Primary Care
Heather Williams – Operations Manager East
Sue Griffith – Senior Physiotherapist
Liz Carroll – Assistant Director of MH & LD Nominee
Keith Jones – General Manager – Women and Children
Steph Hine – General Manager – Scheduled Care
John Evans – General Manager – Withybush General Hospital
Sarah Perry – General Manager – Glangwili Hospital
Hazel Davies – General Manager – Bronglais Hospital
Brett Denning – General Manager – Prince Philip Hospital
Linda Williams – County Director & Commissioner
Jina Hawkes – General Manager – Community Primary Care
Sonia Hay – General Manager – Community & Primary Care – Pembrokeshire
Claire Sims – County Lead Occupational Therapist
Mike Mulroy – Podiatry
Zoe Paul-Gough / Karen Thomas – Joint Head of Nutrition and Dietetics Service/Pembs Therapy Lead

The membership of steering group will be reviewed on an annual basis.



HEALTH CARE SUPPORT WORKER CAREER FRAMEWORK DELIVERY GROUP
TO OVERSEE THE DELIVERY OF THE NHS WALES HCSW CAREER FRAMEWORK

TERMS OF REFERENCE

Version	Issued to:	Date	Comments
V1	HCSW Career Framework Delivery Group	14/02/2018	
	Workforce and OD Sub-Committee		

4.1.2 Actively work in partnership with key partners.

4.1.3 Agree the training priorities aligning them with the themes of strategic priorities to inform commissioning needs.

4.1.4 Ensure systems and processes in place to provide and monitor equity, to manage the impact assessments across all professional / staff groups.

5. Operational Responsibilities

5.1 The group will:

5.1.1 Agree the scope of work and work stream timescales, directing the stages of the work in relation to the future development of the HCSW workforce.

5.1.2 Review performance towards the All Wales Career Framework

5.1.3 Inform changes to support integration across health, social care and the third sector.

5.1.4 Monitor and oversee the delivery of the project plan.

5.1.5 Receive reports relating to progression of education

5.1.6 Agree the appropriate qualifications and qualification routes available to meet the needs of the Health Board, prior to implementation / commissioning.

5.1.7 Work with colleges to maximise opportunities of apprenticeship training programmes.

5.1.8 Oversee the ongoing expansion of level 4 education and associated Assistant Practitioner Roles identify routes into undergraduate healthcare professional education.

5.1.9 Identify risks to the programme, and mitigation to address the risks.

6. Agenda and Papers

6.1 The agenda will be based around the group work plan, identified risks, matters arising, table of actions and requests from group members. The secretariat will meet with the chair at least 3 weeks prior to the meeting to agree the agenda

6.2 The agenda and papers for meetings will be distributed to all members seven calendar days in advance of the meeting.

6.3 The minutes and action log will be circulated to Members within seven calendar days to check the accuracy. The minutes must be an accurate record of the meeting which capture the discussions that take place.

3. Quorum and Attendance

3.1 A quorum shall consist of no less than 8 and must include as a minimum the Chair or Vice Chair of the Group.

3.2 The membership of the Group must take account the balance of skills and expertise necessary to deliver the Group's remit and subject to any specific requirements or directions made by the University Health Board or Welsh Government

3.3 Any officer of the University Health Board or from a partner organisation may, where appropriate, be invited to attend.

3.4 The Group may also co-opt additional independent 'external' experts from outside the organisation to provide specialist skills.

3.5 The Chairman of the University Health Board reserves the right to attend any of the Group's meetings as an ex officio member.

3.6 Should any Member be unavailable to attend, they may nominate a deputy, with full voting rights, to attend in their place subject to the agreement of the Chair.

3.7 The Head of Internal Audit shall have unrestricted and confidential access to the Chair of the Steering group.

3.8 The Chair of the Steering Group shall have reasonable access to Executive Directors and other relevant senior staff.

3.9 The Group may ask any or all of those who normally attend but who are not Members to withdraw to facilitate open and frank discussion of particular matters.

4. Principal Duties

1.3 The HCSW Career Framework Delivery Group has been established to co-ordinate, drive and oversee the implementation of the delivery of the All Wales HCSW Career Framework, and to provide assurance to the Quality, Safety and Experience Group via the Workforce and OD Sub-Committee, on the competence and capability of the HCSW workforce through the implementation of this framework.

4.1 The Group will:

4.1.1 Provide strategic direction in alignment with the EAGLE Governance Frameworks for the development of the Support Worker (Un registered) workforce, to support service change, modernisation and workforce change.

4.2.2 Develop and risk assess the project plan for the implementation of the specific pillars of the HCSW Career Framework. To include

- Induction,
- Essential Skills
- Career pathway

9.2 In doing so, the Sub-Committee shall contribute to the integration of good governance across the organisation, ensuring that all sources of assurance are incorporated into the Board's overall risk and assurance framework.

9.3 The Group Chair, supported by the Group Secretary, shall:

- 9.4.1 Report formally, regularly and on a timely basis to the Workforce and OD Sub-Committee on the Group's activities.
- 9.4.2 Bring to the Workforce and OD Sub-Committee's specific attention any significant matters under consideration by the Sub-Committee.

10. Secretarial Support

10.1 The Group's Secretary shall be determined by the Chair

11. Review Date

11.1 These terms of reference and operating arrangements shall be reviewed on at least an annual basis by the Sub-Committee for approval by the Workforce and OD Sub-Committee

12. Links to Other Groups

- 12.1 Hywel Dda Staff Partnership Forum
- 12.2 Workforce Transformation Group
- 12.3 Mandatory Training Group
- 12.4 Medical Workforce Group
- 12.5 Nursing Workforce Management Group
- 12.6 Nursing Revalidation Group
- 12.7 Collaborative Institute for Learning and Development Sub-Committee

6.4 Members must forward amendments to the Group Secretary within the next seven calendar days. The Group Secretary will then forward the final version to the Group Chair for approval.

7. Frequency of Meetings

- 7.1 The group will meet bi-monthly and shall agree a twelve month schedule of meetings. Any additional meetings will be arranged as determined by the Chair of the group.
- 7.2 The Chair of the group, in discussion with the Group Secretary, shall determine the time and the place of meetings of the group and procedures of such meetings.

8. Accountability, Responsibility and Authority

8.1 Although the Board has delegated authority through its Committee' Structures for the exercise of certain functions as set out within these terms of reference, it retains overall responsibility for ensuring the quality and safety of healthcare for its citizens. The Group is directly accountable to Workforce and Organisational Development for its performance in exercising the functions set out in these terms of reference.

8.2 The Group is authorised by Workforce and Organisational Development to consider or have investigated any activity within its terms of reference. In doing so, the Group shall have the right to inspect any documentation of the University Health Board relevant to the Group's remit and ensuring patient/client and staff confidentiality, as appropriate. It may seek relevant information from any:

- 8.2.1 Employee (and all employees are directed to co-operate with any reasonable request made by the Group);
- 8.2.2 Other Committee, Sub-Committee or group established by the Board to assist in the delivery of its functions.

8.3 The Group shall embed the University Health Board's vision, standards, priorities and requirements, e.g. equality and human rights, through the conduct of its business.

The requirements for the conduct of business as set out in the University Health Board's Standing Orders are equally applicable to the operation of the Group

9. Reporting

9.1 The group, through its Chair and members, shall work closely with the Board's other committees, including joint /sub committees and groups to provide advice and assurance to the Board through the:

- 9.1.1 Joint planning and co-ordination of Board and Committee business;
- 9.1.2 And sharing of information.

Activity 3

Gantt Chart -- Phase 1

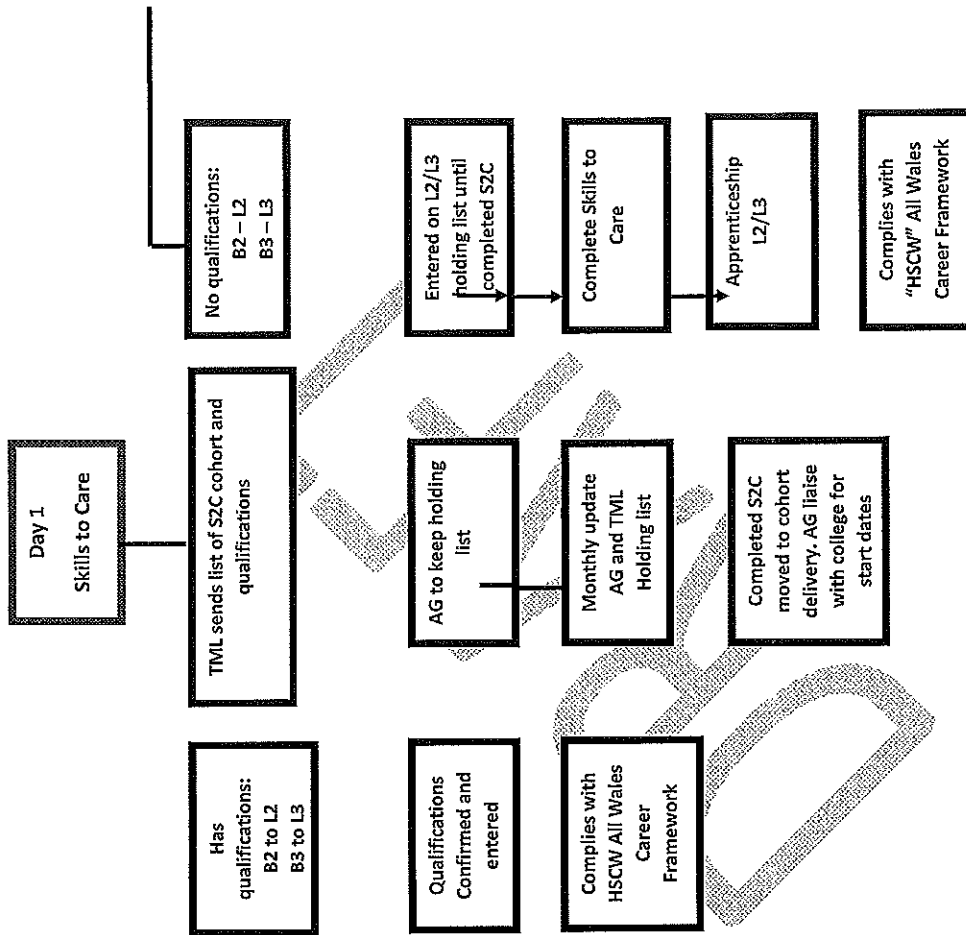
2018

Action	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Data Submission (WEDS) (2017 Data)	01/01											
Agree HCSW Career Pathways (Meeting TML)		07/02										
Agree Stakeholders		04/02										
Produce Terms of reference (Draft)		14/02										
Career Framework Meeting (Review Progress)				16/04			12/07		10/09		20/11	
Produce Terms of reference (Final)												
ESR Data Cleanse (Band 2)						30/05	30/07					
ESR Data Cleanse (Band 3)								30/08	10/09			
ESR Data Cleanse (Band 4)										30/10	26/12	
Qualifications on ESR										30/10		16/12
Data Submission (WEDS)												31/12
Agree process for new staff Compliance		20/02	30/03									

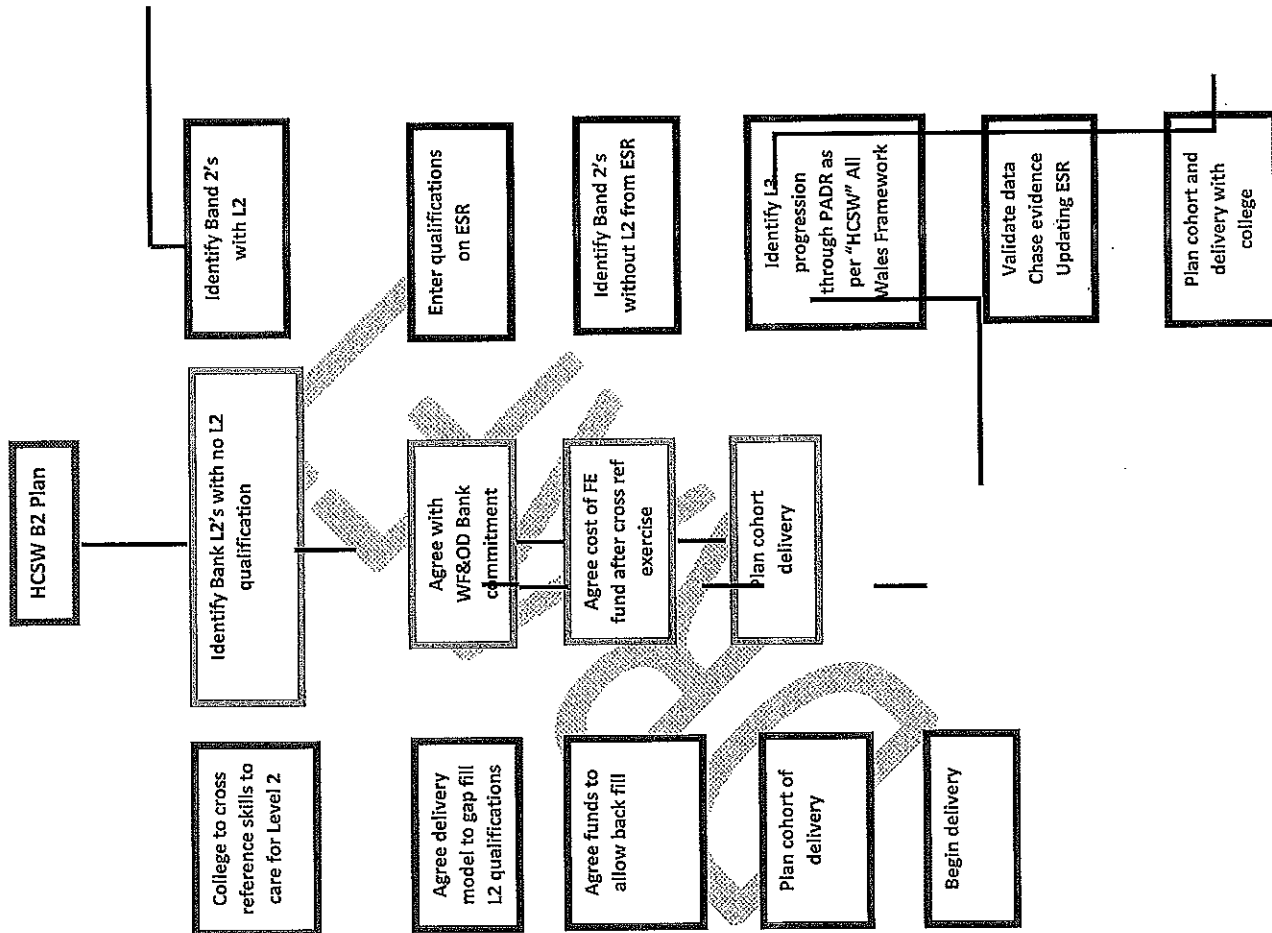
Primary Care	Work underway with Training Provider "Health Train"	Partnership Working Model to be agreed 11/18
Perioperative Support	No Current Provision	Agree Service Educator Lead: Agree Assessors: Centre Qualification Approval: Development of Assessment Material: Implement Delivery:
Podiatry	No Current Provision	Agree Service Educator Lead: Agree Assessors: Centre Qualification Approval: Development of Assessment Material: Implement Delivery:
Facilities Support	No Current Provision	Agree Service Educator Lead: Agree Assessors: Centre Qualification Approval: Development of Assessment Material: Implement Delivery:

HCSW Career Pathways	Delivery method 03/01/18	Action & Planned Date
Physiotherapy Support	HDUHB Agored Cymru Centre	EV Visit October 2018
Occupational Therapy Support	HDUHB Agored Cymru Centre	EV Visit October 2018
Health & Social Care	Apprenticeship Academy	
Clinical Healthcare Support	Apprenticeship Academy	
Maternity & Paediatric Support	Apprenticeship Academy	
Children & Young People	Apprenticeship Academy	
Clinical Imaging Support	No Current Provision	Agree Service Educator Lead: Agree Assessors: Centre Qualification Approval: Development of Assessment Material: Implement Delivery:
Rehabilitation Support	No Current Provision	Agree Service Educator Lead: Agree Assessors: Centre Qualification Approval: Development of Assessment Material: Implement Delivery:
Dietetics Support	No Current Provision	Agree Service Educator Lead: Agree Assessors: Centre Qualification Approval: Development of Assessment Material: Implement Delivery:
Speech & Language Support	No Current Provision	Agree Service Educator Lead: Agree Assessors: Centre Qualification Approval: Development of Assessment Material: Implement Delivery:

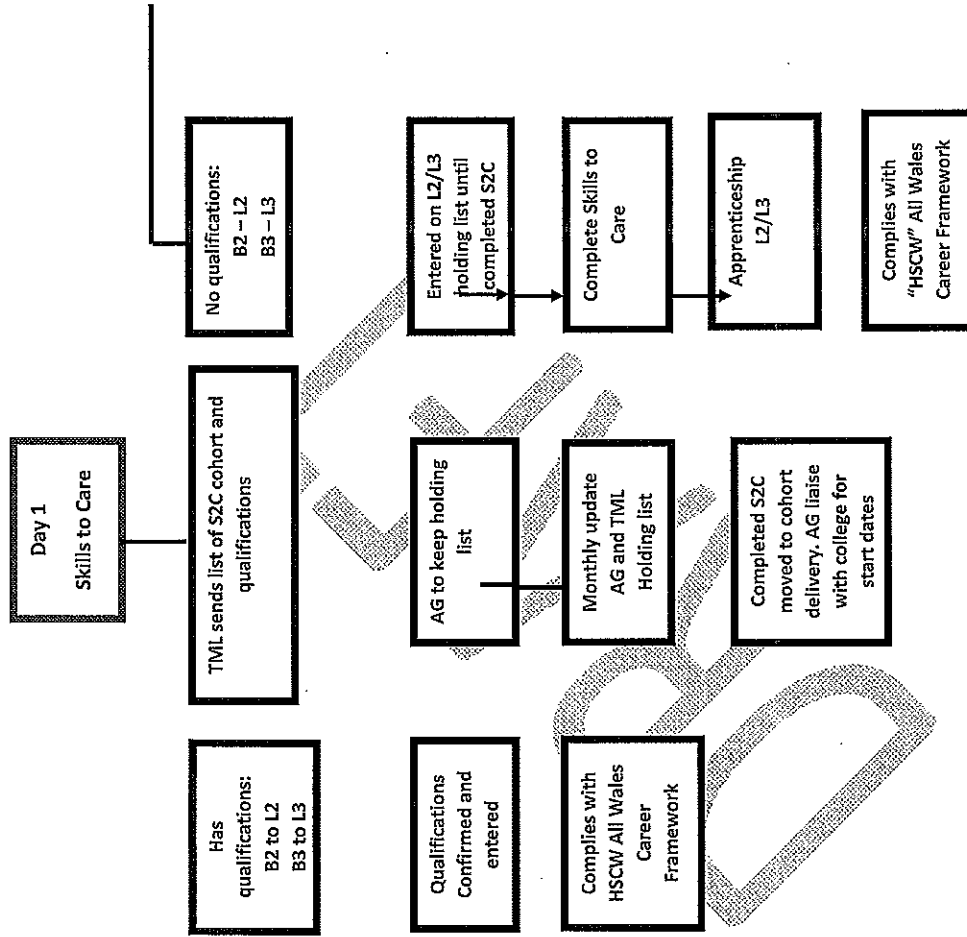
HCSW – New starts from 01/04/2018



HCSW B2 Plan



HCSW – New starts from 01/04/2018



All Wales Career Framework.

26

Brain storming notes

(x)

ESR Data Cleanse. ①
Standardisation. ②

HCSW Pathways ①
to be agreed.

① Process New staff Compliance

Agree Qvals ①

Qualifications on ESR ①

Grow your own ③
Set up Evaluation All Phases
meeting 5 X 4 Per year

Partnership Model. ③

Agree Stakeholders ①

Identify Assessors/ IQA in Services Service specific. ②

44 Pathways ③

Funding Streams ③

Phase ①: Accurate Data for 12/2018
Phase ②: Set up delivery of all pathways
Phase ③: Sustainability New roles

EQA Visit ②
Service specific.

① TOR.

Services - Action Plans Needed

HCSW General

Maternity & Paediatric

Orthotics - eyes

Dietetics

Clinical Psychology

Podiatry

Orthotics - feet

OT Community.

Estates Porters

SAIT

Learning Disabilities

Physio

Rehabilitation

Peri-operative

Radiography

School Nurse HCSW

Primary Care

Arts Therapies

Mental Health

Communication

Marketing
Materials

Promote
qualification
Promotional
Video

Qual/
Certificate
Collection

Welsh
Language

Recognition
& Celebration

Service Actions

Identify
Assessors

Identify
IQAS

Relevant
quals

Agree
units

Scheme
&
work

Staff
numbers
for quals

Agreed
Qualification
Approval

Agree
Level
&
Options

Grow your
own
Options

All Wales Career Framework - Data cleanse and analysis

ACTION	BY WHOM	DATE	UPDATES/COMMENTS	SIGNED OFF
Training on ESR – Producing reports using Business Intelligence	ESR	08/01/2018	Restrictions due to not enough access to data fields. AG to speak to Head of Workforce Intelligence	08/01/2018
Produce WEDS data for 2017 (due Jan 2018)	AG	31/01/2018	This took several days. Need to start collating data earlier for the 2018 data.	29/01/2018
AG to produce ESR Qualification Reports – for data cleanse.	AG	30/01/2018	Restrictions sorted as HR Admin permission given.	18/01/2018
Training to staff to data cleanse and update ESR	AG	31/01/2018	Staff all had chance to begin data cleanse as part of training. All staff happy with task.	19/01/2018
ESR Data Cleanse Band 2	AG Team	~~30/06/2018~~ 30/08/2018	30/06/2018 – Not completed due to change of staffing and lack of resources	30/07/2018
ESR Data Cleanse Band 3	AG Team	~~30/08/2018~~ 30/10/2018	30/08/2018 – Not completed due to change of staffing and lack of resources	10/09/2018
ESR Data Cleanse Band 4	AG Team	~~30/10/2018~~ 30/11/2018	30/10/2018 – Not completed due to change of staffing and lack of resources	26/11/2018
Training on ESR – Inputting qualifications	ESR	30/06/2018	Training carried out 13/06/2018. Needed to allow a longer time period going forward. ½ day wasn't enough. AG to ensure all Workforce computers can run ESR to enter qualifications.	13/06/2018
Emails to all HCSW to provide certificates/qualification evidence	AG	30/06/2018	Sent 18/06/2018 – response rate poor. AG to take to Career Framework Group	18/06/2018
All certificates to be entered onto ESR	AG	~~30/10/2018~~ 16/12/2018	Submission of certificates has been an issue. Extended by sending an email as a reminder for last chance to submit. AG needs to speak to Shared Services around how we can enter Certificates onto ESR as part of Induction Process going forward.	
AG to ensure all Workforce computers can run ESR to enter qualifications.	AG	22/06/2018	18/06/2018 Met with IT, agreed IT requirements. Main workstations identified and checked.	18/6/2018

Global Communication to staff in relation to certificate submission	AG	30/09/2018	Unable to send Global, suggested place notification on Staff bulletin Board. This has been done today.	20/09/2018
AG to speak to Service Leads relating to HCSW Certificates at Career Framework Group	AG	10/09/2018	Discussed as agreed. Agreed to evaluate response in next Career Framework Group.	10/09/2018
HCSW Certificates submission to be evaluated Group.	Career Framework Group	20/11/2018	20/11/2018 Still very little submission. Need to consider another method	20/11/2018
AG needs to speak to Shared Services around how we can enter Certificates onto ESR as part of Induction Process going forward.	AG	31/01/2019		
Produce WEDS data for 2018 (due December 2018)	AG	31/12/2018		
Restrictions due to not enough access to data fields. AG to speak to Head of Workforce Intelligence	AG/MJ	30/01/2018	Higher access rights given	18/01/2018

Career Framework Delivery Group

Date and Time of Meeting	20 th November 2018 1pm – 3pm
Venue	Room F15, The College of Human and Health Sciences, Building 3 of St. Davids Park

ITEM	PAPER / VERBAL	PRESENTER
Introduction		
Welcome and Apologies		Shelley Dony
Recap action points from last meeting		Shelley Dony
Service Updates		
- OT - Physio - Dietetics - Speech & Language - Primary Care - Community - Facilities - Skills to care - Radiology		Claire Sims Sue Griffith Karen Thomas Alison Thomas Polly Leett Paula George David Lewis Trish Mathias-Lloyd Barry Denton
Agored Cymru Standardisation/ EQA Visit		Amanda Glanville
Apprenticeship update		Amanda Glanville
Level 4		Amanda Glanville/ Shelley Dony
Grow your Own updates		Allyson Thomas
Health Board Qualification Delivery		Amanda Glanville
Partnership Model		Amanda Glanville
Community Frameworks		Paula George

Data Updates		
- Data cleansing projects - ESR Development - Qualification submission review		Amanda Glanville Amanda Glanville Amanda Glanville/Service Leads
Any Other Business		
Date and Time of Next Meeting		15 th January 2019 9.30am – 11.30am

Amanda Glanville (Hywel Dda UHB - Organisational Development Officer)

Subject: FW: All Wales Career Framework Compliance

From: Amanda Glanville (Hywel Dda UHB - Organisational Development Officer)
Sent: 18 June 2018 13:26
To: Amanda Glanville (Hywel Dda UHB - Organisational Development Officer)
Subject: All Wales Career Framework Compliance
Importance: High

Good afternoon

I am contacting all Health Care Support Workers to identify if you have completed a Health Care related qualification. I would be very grateful if you could send copies of certificates to the address below or email a photo of your certificates to this email address. I would also be grateful if you could email me if you do not hold a qualification, so I can update your records accordingly. I ask that all responses and certificates reach me no later than the 01st June 2018.

The All Wales Clinical Induction Programme (Skills to Care) gives you 10 Credits at Level 2, but this does not equal a full Level 2 diploma, so do not want copies of this.

In order to meet the requirements of the All Wales Career Framework, this would also give you the opportunity to gain a relevant qualification. If you do not provide evidence of these, you may be enrolled on training that is not necessary.

May I apologise in advance if you have already submitted these certificates, or I have emailed you previously as I am sending as a group email. If you have already emailed me, there is no need to respond.

Thanks in advance for your cooperation.

Amanda

Mrs Amanda Glanville
Organisational Development Project Officer
Hywel Dda University Health Board
Hafan Derwen, Parc Dewi Sant

Swyddog Prosiect Datblygu Sefydliadol
Bwrdd Iechyd Prifysgol Hywel Dda
Hafan Derwen, Parc Dewi Sant

MINUTES OF THE HCSW CAREER FRAMEWORK DELIVERY GROUP

Date and Time of Meeting:	Monday, 10 September 2018
Venue:	Engine Room, Ystwyth Building, Hafan Derwen

Present:	Angie Oliver, Amanda Glanville, Shelley Dony, Paula George, Trish Mathias-Lloyd, Sue Griffith, Will Oliver, Alison Thomas, Sally Hore, Barry Denton
Apologies:	Polly Leet, Claire Sims, Tim Baines, Will Oliver, Gill Webber, Sarah Cameron, Liz Carroll, Nadine Morgan, Amanda Evans, Mandy Nichols-Davies, Tracy Walmsley, John Greer, Eleanor Cecil, Mandy James, Heather Williams, John Evans, Sonia Hay, Karen Thomas

Agenda Item	Item	Action
1	Welcome and Apologies In Angie's absence Shelley welcomed all to the meeting and introductions were made around the table. Apologies were noted as above.	
2	Recap Action Points from last meeting The minutes of the last meeting were approved and the following actions were noted: 3.1 Has been sent to the Welsh Language team for translation 3.3 TML will bring to the next meeting 3.5 Met with S&LT last week and developed a plan 5. AG had arranged meeting but had to be cancelled and rescheduled later in the meeting Celebration event has now been held and will be discussed forward in the meeting Recognition of Prior Learning - this will be carried forward to the next meeting	
3.1	Celebration Event The Celebration Event was a huge success and following up on feedback from the event there was only 2 negatives which included the distance and also having the workshops at the beginning of the day. This will now become an annual event as it demonstrated how far we have come and enabled lots of networking. Next year will also include other services.	
3.2	Service Updates AG updated the group on some news that had just been agreed with Pembroke College a draft partnership that will help with delivering qualifications. OT We are progressing towards apprenticeship model, whilst trying to maintain momentum with existing learners. Claim sheets for units already IV'd have been submitted to L&D. New learners are awaiting new arrangement to be in place.	

Speech and Language Therapists

AG and AT had met the previous Friday regarding concerns about delivering the whole diploma across the HB. It has been suggested that counterparts in ABMU will help with delivery and also having webinars to spread the load.

Primary Care

AO will be discussing this separately with Primary Care as there are discussions needed around allocation of money. AO also informed the group that she will be attending part of the community meeting.

Dietetics

Work is continuing on having an induction specifically for those working with food. KT and AG need to meet to work on further to assess.

Physio

AG will be meeting with SG in October regarding the diploma and has spoken to Vicky Stephenson to present the awards.

Radiology

AG informed the group that she had met with Amanda Evans following the last meeting, but to date nothing had progressed. AG will follow up.

Skills to Care delivery update

TML gave an update on Skills to Care. This included informing the group of the training now using version 4 of the workbook. This is streamlined for OOH's, MHL, Community and General HCSW. A few are also coming back for updates. There is parity with e-learning which covers fluid balances, food charts and equivalents. They also look at the skill mix on the day/course and vary the scenarios to make them applicable to job roles.

A new S2C facilitator has recently been appointed and new All Wales Portfolios have been received. We are the only HB in Wales that provides sessions on MHL with some HB only providing the bare minimum. The guidance document has now been finished. TML ran through the programme for the course and how by day 7 the workbook should be ready to hand in. Some are received late and a report will be given to Learning & Development Managers Group and then to Assistant Director of OD to get 100% compliance.

SG asked if she could have a list of contents and an update and AO agreed that this would be timely to distribute. TML agreed to circulate.

There is also a new apprenticeship scheme in Learning & Development. There is no cost associated with this course and at the end we will have our own assessors. Need to put together a cohort and ensure that these staff will be suitable to assess in their areas. This is also suitable for those who present at induction and also beneficial for other roles in the HB. WO asked if this would be suitable for nursing staff and SH added they would normally have qualifications above this level.

3.4	There was discussion around Community/Primary care staff and how to get them involved and AG confirmed that she was receiving lots of interest about starting a rehab course. TML added that there are standalone units so could pick up any missing units easily and they are also transferrable. NTFW Brokerage The National Training Framework looks after web based learning for Wales. AG met with them last week and expressed regret at not meeting with them earlier. They are very proactive in supporting the Welsh Language Act and how the changes are affecting businesses. AO asked for clarification on if they support with learning in Welsh or producing learning in Welsh and AG confirmed that it was both in that they would ensure we are where we should be and how we should train our staff. AO informed the group that we had received our compliance notice which is proving to be challenging and gave examples of what we should be providing in Welsh. Rehabilitation Support General agreement across professional groups as a useful framework for generic workers. Testing it out via development of Dewi ward skill mix in GGH. AG to gain Agored approval for delivery.	AG
3.5	Agored Cymru Standardisation There is a lot of great work taking place but lots of duplication too. It is hoped to have a meeting with representatives from services areas to and this group will develop appeals process etc. All Services to send a nominated person to attend a standardisation group that will be set up once all services are represented.	All
3.6	We are currently waiting for an EV visit, but unfortunately we are unable to arrange until all backlog units are claimed by services. These to be sent to L&D	SG
3.7	Apprenticeship Update There are now 197 on board with 177 waiting to start their Apprenticeship. The Digital Apprentice degree will commence in October. All Wales Career Framework states B2 staff need a L2, B3 a level 3. Need to promote the importance of releasing staff one day per month for college attendance. All other assessments take place in the workplace. With regards to the Digital Workforce a pilot was due to commence in September but unfortunately this has now slipped to October. Induction is being held in BGH and the candidate will receive an email to ask them to complete their e-learning prior to their first day at induction. The aim is to evaluate after the pilot and then if successful roll out across the HB.	

3.9	Level 4/Grow Your Own Thirteen will be starting in October studying modules 3, 4 and 5 of the Certificate in Healthcare Studies. Fifteen are from Carmarthen which has increased due to the cohort in BGH having a poor response. For next year we will promote more with the Ward sisters to encourage those who are suitable to apply. Fifteen student nurses are starting over the next few months. Five in January and ten in September. In February the pilot for OU begins but again the uptake in BGH has not been great. May be opened up for the rest of the HB to apply. Concern raised that HCSW's cannot see the difference between them and a Registered Nurse. It was agreed that at within the update sessions it needs to be highlighted. Discussion was had with regards to other professions and how they need to have a similar pathway. AO informed the group that she will be attending the next Heads of Therapies meeting to discuss further. AO explained to the group of a new initiative that could help 16 year old school leavers move into the NHS and create a career of choice without going to university in the traditional way. It is hoped that something will be place by May 2019. HCSW Job Titles There have been numerous meetings by the All Wales Task & Finish Group discussing the standardising of the HCSW job title. An agreement has now come to fruition and final approval is being sought. It is suggested that there are 5 core titles with a specific after eg Physio/OT etc. Discussion was had with regards to blended roles and how this would work. TML said that she would pass this query onto Michelle James as she is the representative for the HB.	SD TML AO/SD/ AG TML
4	Data Updates	
4.1	Data Cleansing This is proving to be a large piece of work as every HCSW is being checked to see if they meet the requirements. 3500 emails were sent out and the response has been phenomenal. It was hoped to be completed by the end of September but realistically it will be the middle of October. If they haven't got the relevant certificates then they will have a discussion with their managers to start on the AW Career Framework.	AG
4.2	ESR Development Apprenticeship data being inputted into ESR. This needs to be inputted in line with the pilot deadlines.	AG

5.	Any other Business AO thanked the team for all their efforts in the celebration event which was a huge success. Team have been asked to present at a Board Seminar in October.	
6.	Date of next Meeting AO thanked the group for their time and informed them that the next meeting will be held on 20/11/2018. Venue to be agreed	



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Hywel Dda
University Health Board

Ein cyf/Our ref: AO/GB
Gofynnwch am/Please ask for: Angie Oliver
Rhif Ffôn /Telephone: 01267 239744
Ffacs/Facsimile: 01267 239860
E-bost/E-mail: Angie.oliver@wales.nhs.uk
Dyddiad/Date: 20th November 2018

Hafan Derwen, Parc Dewi Sant,
Heol Jobs Well, Caerfyrddin,
Sir Gaerfyrddin SA31 3BB

**ADRAN GWEITHLU A DATBLYGU SEFYDLIADOL
WORKFORCE & OD DEPARTMENT**

Hafan Derwen, Parc Dewi Sant,
Jobs Well Road, Carmarthen,
Carmarthenshire, SA31 3BB

PERSONAL

To whom it may concern,

As part of Amanda's job role, she is the project lead for the planning, implementation and delivery of specific projects including the All Wales Health Care Support Worker Career Framework. Her role is within the Workforce & Organisational team, providing expertise to facilitate initiatives to support our workforce of the future, including the coordination of the Apprentice Academy, the Certificate in Higher Education and the quality assurance of in-house accredited learning.

Amanda was directed in January to begin implementation of the Career Framework Delivery Group. The main purpose of the group was to drive the framework, but also to act as a vehicle to evaluate progress the project was making. Amanda used a Gantt chart and action plans to organise her time and workload, managing her performance through using an electronic diary with precision. Amanda is very proactive and uses her persuasion and negotiation skills to gain help and advice from specialist to ensure she has the information needed to progress with projects.

Amanda works closely with me, the Head of Workforce Intelligence, the Head of Learning and Development, and the Future Workforce Development Manager, playing an important role in linking the learning and development function to workforce modernisation plans, ensuring that plans reflect the development of an appropriately skilled workforce.

Amanda also acts as a coach and mentor to colleagues within the Workforce & OD team as a means to providing commitment, on-going support, professional development and learning. This also extends outside of the directorate.

Amanda has come into the Health Board and had to implement a lot of processes that have a major impact on services and individuals. Although this is mandated for the Health Board, Amanda has demonstrated that she can overcome barriers, by taking time to understand all points of view as well as showing empathy. Amanda is very good at pointing out the positives and by demonstrating she is committed to supporting teams, she has been able to win them over.

Swyddfeydd Corfforaethol, Adeilad Ystwyth,
Hafan Derwen, Parc Dewi Sant, Heol Ffynnon Job,
Caerfyrddin, Sir Gaerfyrddin, SA31 3BB

Corporate Offices, Ystwyth Building,
Hafan Derwen, St Davids Park, Job's Well Road,
Carmarthen, Carmarthenshire, SA31 3BB

Cadeirydd / Chair
Mrs Bernardine Rees OBE

Prif Weithredwr/Chief Executive
Mr Steve Moore

Bwrdd Iechyd Prifysgol Hywel Dda yw enw gweithredol Bwrdd Iechyd Lleol Prifysgol Hywel Dda
Hywel Dda University Health Board is the operational name of Hywel Dda University Local Health Board

Mae Bwrdd Iechyd Prifysgol Hywel Dda yn amgylchedd di-fwg Hywel Dda University Health Board operates a smoke free environment



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Hywel Dda
University Health Board

Amanda comes out of any meetings with to do lists and often follows these up with emails to ensure everyone is clear on their actions. I have been involved in many meetings, where Amanda has used Q&A sessions and brain storming to work through actions or problems. Amanda constantly evaluated per own performance and these are the skills of a highly successful project manager.

Yours sincerely

Angie Oliver
Assistant Director of Organisational Development
Cyfarwyddwr Cynorthwyol Datblygu Sefydliadol

Swyddfeydd Corfforaethol, Adeilad Ystwyth,
Hafan Derwen, Parc Dewi Sant, Heol Ffynnon Job,
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From: Angie Oliver (Hwyl Dda UHB - Assistant Director of Workforce and OD)
Sent: 21 November 2018 20:44
To: Amanda Glanville (Hwyl Dda UHB - Organisational Development Officer)
Subject: RE: Annual Update of HCWS Framework Baseline Data

kind regards

Mrs Angie Oliver
Assistant Director of Organisational Development
Carmarthen SA31 3BB

Mrs Angie Oliver
Cyfarfwrdd Cynorthwyl Datblygu Sefydliadol
Bwrdd Iechyd Prifysgol Hywel Dda
Hafan Derwen, Parc Dewi Sant
Heol Ffynnon Job
Caerfyrddin SA31 3BB

Email: Angie.oliver@wales.nhs.uk
E-bost: Angie.oliver@wales.nhs.uk

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Don't forget we publish regular briefings that inform you of the latest developments within the Workforce and OD Directorate. They can be found under the 'Briefings' section of the Intranet headed 'Your Briefings'. To access our briefings please click here - <http://howis.wales.nhs.uk/sites3/pages.cfm?orgid=880&id=31841>

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1. *Chlorophyll a* and *Chlorophyll b* were determined using a spectrophotometer (Shimadzu UV-1601) at 663 nm and 646 nm, respectively. The concentration of chlorophyll was calculated using the following equations: $Chl\ a\ (mg\ L^{-1}) = 12.7 \times OD_{663}$ and $Chl\ b\ (mg\ L^{-1}) = 22.9 \times OD_{646}$. The total chlorophyll concentration was calculated as the sum of *Chl a* and *Chl b*.

From: Amanda Glanville (Hywel Dda UHB - Organisational Development Officer) <Amanda.Glanville@wales.nhs.uk>
Sent: 21 November 2018 09:06
To: Angie Oliver (Hywel Dda UHB - Assistant Director of Workforce and OD) <Angie.Oliver@wales.nhs.uk>
Cc: Tracy Walmesley (Hywel Dda UHB - Senior Workforce Development Manager) <Tracy.Walmesley@wales.nhs.uk>;
Shelley Dony (Hywel Dda UHB - Future Workforce Development Manager) <Shelley.Dony@wales.nhs.uk>; Trish
Mathias-Lloyd (Hywel Dda UHB - HCSW Development Manager) <Trish.P.Mathias-Lloyd@wales.nhs.uk>
Subject: RE: Annual Update of HCSW Framework Baseline Data

So..... How quick has this come round!! Gosh. where have the last 10 months 20 days gone! 😊

Looking forward to just running a report in the new year!

Bring it on! 😊

Amanda

From: Angie Oliver (Hywel Dda UHB - Assistant Director of Workforce and OD)

Sent: 20 November 2018 12:32

To: Amanda Glanville (Hywel Dda UHB - Organisational Development Officer) <Amanda.Glanville@wales.nhs.uk>
Cc: Tracy Walmsley (Hywel Dda UHB - Senior Workforce Development Manager) <Tracy.Walmsley@wales.nhs.uk>;

Subject: FW: Annual Update of HCSW Framework Baseline Data

Hi Amanda

Well here it is!!! ☺ fingers crossed this will be easier now thanks to all your hard work

kind regards

31bnt

Mrs Angie Oliver
Assistant Director of Organisational Development
Cŵnau Iwylwyl Cda University Health Board
Bwrdd Iechyd Prifysgol Iwylwyl Cda
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From: Lisa Gostling (Hywel Dda UHB - Director of Workforce & OD (Organisational Development))

Sent: 20 November 2018 12:30

To: Angie Oliver (Hvwl Dda UHB – Assistant Director of Workforce and OD) <Angie.Oliver@wales.nhs.uk>

Subject: FW: Annual Update of HCSW Framework Baseline Data

Hi

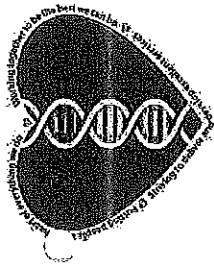
For action please.

Thanks

Lisa

Lisa Gostling
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Gall yr e-bost hwn gynnwys gwybodaeth gyfrinachol. Os ydych yn credu eich bod wedi derbyn yr e-bost hwn trwy gamgymeriad, a wneud chi dderbyn eiddoedd hysbysu. Peidiwch â datgelu, arfon ymlaen, pricio na dosbarthu'r wybodaeth yn yr e-bost hwn na gwneud unrhyw beth gan ddibynnu ar ei gynnwys - gwaharddir hyn yn llywyr a gall fod yn anghyfreithlon. Rhoddiat wybod i'r arfonwr bod y neges wedi mynd ar gwydr cyn ei ddileu. Gall cynnwys yr e-bost hwn fod yn agored i ddatgeliad cyhoeddus o dan Côt y GIG ar fod yn Agored neu'r Ddeddf Rhyddid Gwybodaeth 2000. Felly ni ellir sicrhau cyfrinachedd y neges hon, y cynnwys nac ychwaith unrhyw ateb iddi.

From: Saralyn Harkness (HEIW)

Sent: 19 November 2018 09:54

To: Claire Vaughan (Welsh Ambulance Service NHS Trust – 020- Director of Workforce and OD)

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Subject: FW: Annual Update of HCSW Framework Baseline Data

Sent on behalf of Tessa Callaghan, HCSW Career Development Programme Manager, HEIW

Dear Colleague

As you are aware the NHS Wales Skills and Career Development Framework for HCSWs (the Framework), was mandated for new HCSWs from April 2016, with a mandate for this workforce resource for all HCSWs in Nursing and the Allied Health Professions from April 2018.

HEIW collate the annual report for Welsh Government (WG) of progress against the 2015 baseline Framework assessment. This report, together with the IMTPs, and the Individual Health Board HCSW funding bids, will form the basis of the annual WG allocation of HCSW Funds. The reporting period is from the January 1st 2018 to December 31st 2018.

Attached are :-

- An EXCEL worksheet comprising of 3 templates which will support collection and collation of the required data
 - o Template 3 would be for internal use, and
 - o Templates 1 and 2 need to be returned to HEIW by 31st January 2019
- A guidance document outlining the process for the completion of the EXCEL worksheet.

Please identify who within your team will be responsible within your team for managing this request and ask them to liaise with myself. Tessa.Callaghan@wales.nhs.uk

Many Thanks for your continuing support in collating this information.

Tessa Callaghan

Rheolwr Rhaglen Datblygu Gyrfa GCGI / HCSW Career Development Programme Manager

Adysg a Gwella Iechyd Cymru (AGIC) / Health Education and Improvement Wales (HEIW)

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: 5CDPP

Module Name: Developing Professional Practice in Human Resource Management

(Activity 4)

Student Name: Amanda Glanville

Student Number: 1810229

CIPD Membership Number: 53072713

Word Count: 1096

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:

A. Glanville

Date: 26th November 2018

Activity 4

Report on the dynamics and political behaviour of groups/teams

Introduction

Within a group/team, individuals bring prior experiences, personality and life stories, resulting in complex groups. This leads to improved organisational performance (Jackson and Carter 2000). This report identifies stages of group/team development, models around roles within teams, political behaviour in organisations and how it can impact on achievement of objectives.

Findings

Within groups/teams, individuals contribute individually to the common goal (Powley 2012), each member taking on either group task roles (focussed on productivity), maintenance roles (relating to relationships) or self-orientated roles (focussing on their own needs). Individuals may switch roles, making it difficult to assess effectiveness. As groups grow, individuals exert less effort. (Watson and Reissner 2014). The main difference between groups and teams is that teams share a collective responsibility, entering into a psychological contract (Clegg et al 2005).

The four types of teams are management, task specific, work and parallel (Watson and Reissner 2014). When setting up a team, an individual's contribution should be a focus. Clarity is needed in relation to individual and collective priorities and objectives. Motivation and energy are key to success as politics, disagreements and outside interference affects performance (Watson and Reissner 2014).

Tuckman (1965) identified five team developmental stages. In 'forming', individuals test boundaries to identify structure, purpose and hidden agendas, leading to confusion and uncertainty. Within 'storming', the leader emerges, often resulting in conflict due to high emotions and role clarification. During 'norming', individuals settle into co-operation and collaboration, developing team cohesion. The group are fully functional during the 'performing' stage, showing commitment and collective responsibility. Once the objectives

achieved, the team enter the 'adjourning/mourning' stage, going through a period of 'mourning'. (Horn 2009)

Within a team, the right skills and behaviours are needed (Mind Tools 2017). Belbin identified nine individual roles within a team, which are categorised into action, people and thought orientated. The action orientated roles include the shaper, implementor and completer-finisher, who focus on achievement of the task. The people orientated roles are the co-ordinator, team worker and resource investigator, focusing on individuals and ideas, negotiating where needed. The thought orientated roles are the plant, monitor-evaluator and specialist, providing technical knowledge and analysing options. (Belbin 2018) (Watson and Reissner 2014).

Horn (2009) identifies there are maintenance, task and self-orientated types of behaviours within teams. Maintenance behaviours create a harmonious team, showing respect. Self-orientated behaviours have a detrimental effect on the team, including failure to commit to actions, distracting or undermining team members, being negative or critical and withdrawing from the team. Task orientated behaviours are focussed on the achievement of objectives, creating an impersonal experience for team members. In order to contribute effectively, individuals need to show respect, be committed, ensure clarity of their role, actively listen and communicate effectively. It is vital that individuals consider the perspectives of others and remain non-judgemental. For a team to be effective, there needs to be trust, commitment, clear objectives, skills needed for the task and a vision of continuous improvement. (Horn 2009)

In order to lead a team effectively, the leader must be a working member of the group. The essential behaviours are being transparent, keeping aims and objectives clear and achievable, identifying team roles where possible and adopt a coaching style where possible. A team need to have confidence and trust in their leader, who would then accept responsibility for failure. It is vital that the leader focusses on the main objective of the teams, bringing the team back and making changes where necessary. (Horn 2009)

According to Aston (2009), "Research shows better results are obtained by a team than individuals working alone". Aston team-based working identifies that decisions are made by teams of people rather than by individuals, ensuring sustainable high performance. Aston identifies that there are seven areas that need to be addressed. These are team identity, team objectives, role clarity, team decision making, team communication, constructive debate and inter-team working. (Pinnacle 2018)

Within Project Aristotle, Google researched effective teams, concluding that it was not about who was in the team, it was how they worked together. There needed to be psychological safety, dependability, structure and clarity, meaning and impact within the team (Google 2018). The research identified psychological safety is the crucial, allowing employees to take risks. Edmondson's (2014) research showed better teams make more mistakes, further research identified that psychological safety within the team allowed individuals to discuss when mistakes were made, making them highly effective teams (Edmondson 2014). The organisation KPMG identified that having leaders discuss the purposefulness of work, raised engagement and morale (Re:Work 2018).

Within teams, there are political agendas. Horn (2009) defines politics as "taking a particular view or position with the intention of gaining from that position". Individuals take on a political role within a team. Allies can be relied on to achieve the team objective. Opponents are critical to the teams objectives and once the team reach the norming stage, can have a detrimental effects on the team. Adversaries are a challenge for the group as they will sabotage the team performance. Bedfellows disagree with the values of the team, but disguise their true thoughts, aligning as they feel it is advantageous, they may move political roles. Fence sitters remain neutral, showing little commitment to the team. (Horn 2009)

Political behaviour may be as a result of either personal or organisational factors, personal factors include fear, change, or lack of acceptance. Organisational factors include favouritism, leadership and career progression opportunities. (Edmondson 2014)

Negative impact of political behaviour includes missing deadlines, manipulating leaders and staff turnover. When an individual's work is being criticised, it could result in low self-esteem, preventing participation and staff retention. In extreme cases, disciplinary or legal action may be taken as a result of unprofessional behaviour, bullying or harassment.

Team leaders use positive political behaviour to help with team performance. An example of this is when carrying out an appraisal, identifying through emotional intelligence the reasoning behind negative behaviour, creating a purpose as behaviour usually becomes destructive when there are no shared goals (Paton 2004).

Conclusion

Belbin, Google and Aston actively manage teams effectively. During team formation, individuals adopt team roles and positive political behaviour supports team effectiveness. Emotional intelligence allows leaders to use Thomas-Kilmann's Conflict Model, deciding when to avoid, compete, accommodate, collaborate and compromise.

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Activity 5

Self Assessment of HR Capabilities and Personal Development Plan

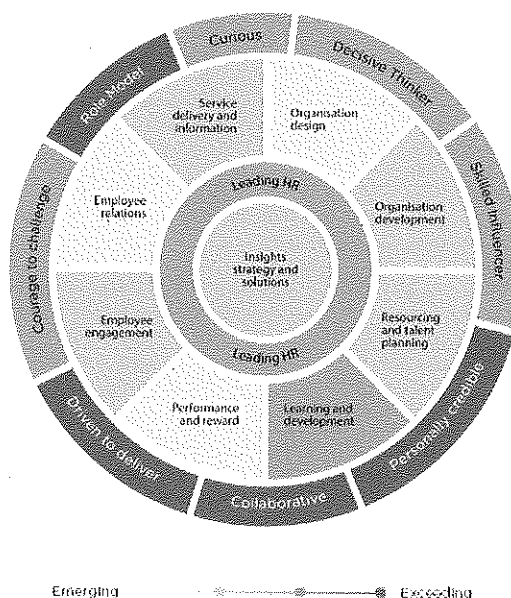
Introduction

In this activity, I will undertake a self-assessment against the 2013 CIPD HR Professional Map at a Band 2 level. It is also important to note that the CIPD have released a 2018 professional map, however, for the purpose of the self-assessment, as started previously, continuation will be in the previous version. From the information collected, I will then research various development opportunities and produce a Personal Development Plan. Although I will carry out a student assessment towards the whole of the professional map, for this activity, a learning plan will focus on two professional areas, including one core area, and two behaviours. I will make a decision as to which I will base my learning plan on from the areas that require more development.

Findings

CPD is necessary to develop transferable skills, related to a personal area or an external context. CPD should benefit the individual and the organisation. (Perkins, Wilkinson, and Woodhams, 2016). CIPD have provided an online tool to manage professional development in order to develop business, contextual and organisational issues.

STUDENT ASSESSMENT Your assessment results



Following self-assessment (see professional map above), it identified the areas that I was exceeding or emerging at Band 2. As the areas that I work were areas whereby I had

greater knowledge and competence, a focus was given to the Band 2 areas where greater development was needed. The areas needed to be addressed first are as follows:

Professional Areas:

- Insights, Strategy and Solutions (Core) -
- Performance and Reward (Functional Professional Area)

Behaviours:

- Skilled Influencer
- Decisive Thinker

As I recently have been promoted, this also meant that I would be more responsible for performance and reward through creating new job roles. My role involves a lot of decision making, this is an area that I need to be able to adapt as I use the same approach to all situations. This is also true for influencing others, as implementation of frameworks regularly involves changes that affect individuals and departments.

Once I had decided on the areas that I was going to focus my learning, I had a one to one meeting with my manager and discussed the possible internal learning that I could access. This was vital as the core professional area relating to insight, strategy and solution relates to the organisational context and strategies to meet organisational needs (Perkins, Wilkinson, and Woodhams, 2016).

Before agreeing the learning that I recorded in my Personal Development Plan (PDP), I used my learning styles questionnaire (evidence 6&7) to identify my preferred learning style. Having done this, I knew that I need to vary learning methods and that if my learning involved a lot of reading, I should use notes to summarise text to allow for discussions. The PDP included learning through reading books, journals, using the internet, attending courses, meetings, one to one discussion and listening to podcasts. The PDP was then written, ensuring it was tailored to meet my needs.

When writing the PDP, the six steps to successful personal development planning was used. The steps are as follows:

1) Personal Skills Audit

When I was writing the PDP, I considered the approaches that can be used to identify development needs. Many of the learning needs were identified using a situational approach due to the nature of my role. The remainder were obtained through feedback. It is very difficult to use the benchmarks approach due to the fact my role is exploratory and therefore no data currently exists.

2) Setting Objectives

SMART objectives were used. The learning was specific and clear information was given as to how success was going to be measured. As each learning outcome related to my role or the department, I was confident that they were achievable and realistic. The meeting I planned were with managers who I have spoken to about

support and I checked dates of CIPD courses as I wanted the plan and the objectives to be realistic. Finally, all learning outcomes were given a timescale to ensure achievement.

3) Selecting Opportunities

The learning outcomes are both within my workplace and in my own time. Many actions rely on self-study, giving me a strategy if amendments needed to be made. It also involves learning from others and formal learning.

4) Actions

Actions were as specific as I could be. Due to a pending restructuring of the department, I was unable to commit to the finer detail and this is something that I will have to amend as I start working through the plan.

5) Implementation and Progress

Having identified a mentor who currently holds a CIPD HR Professional Status, I have support mechanisms in place. They will support through implementation and assessment of learning.

The final phase is the assessment of learning that will be carried out as I work my way through the plan.

Conclusion

Having done the PDP at a Band 2 Advisor level, the self-assessment was an accurate picture of my current performance. In terms of the areas that are established, I would like to add all areas to the PDP as by deciding on how learning outcomes are met, it made me reflect on my learning styles and also the way in which I carry out my role.

In addition, I am very aware that the plan could have greater specific information in relation to HR advisors, where meetings will be held, etc. This was not possible due to organisational limitations.

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Assessment Results

Summary

Insights, Strategy and Solutions

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

How prepared am I?

What you've told us indicates that your knowledge and skills in this core area are developing. This usually applies to someone who has a foundation in HR, but is yet to contribute significantly to sustained organisation performance at this level. Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Insights, Strategy and Solutions, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score in this area suggests you have some room to develop at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel in HR.

What's it like applying Insights, Strategy and Solutions at a more senior level?

In order to be able to work at the next level up within the HR profession, you typically need to network widely and use your knowledge of HR and business trends, best practice and thought leadership to understand the organisation and its people capability. You'll use information about the organisation's financial performance and strategic goals to develop detailed and costed business cases for new HR projects which identify return on investment. You'll work with the business to create and implement HR solutions and programmes, and will be able to demonstrate the impact on the organisation using HR and business metrics. What are my strengths and gaps for my current level?

Where I am competent?

- Developing an understanding of the organisation using information and own experience
- Specific external factors that impact the organisation (eg. legal, financial, market factors)
- Significant issues currently affecting the organisation
- Principles and basic practice of project management
- The HR plan for your own part of the business (and how this relates to the wider business strategy)

My Gaps

- Collecting, analysing on data and metrics
- Providing reports on relevant project and / or organisation information
- Using insights from data and good HR practice to spot potential trends and risks for the organisation
- Supporting the administration and delivery of HR programmes and projects
- Supporting the evaluation of HR programmes and projects
- The organisation's performance (including basic financial performance)
- Relevant law for own role (or where to access legal information if required)

Development Actions

- Read Taylor and Woodhams, Studying HRM
- Consider who the stakeholders are in the projects you work on, and think about what you can do in your role to best support them.
- Review recent CIPD survey results (such as Employee Outlook or Learning and Development Survey), and identify any trends or risks which may impact your organisation.
- Undertake some online research using the CIPD website on the principles of business and HR metrics, and how they can be used to benefit the organisation
- Find someone in your organisation who writes project and financial reports, and ask them to share their approach with you. Identify what learnings you can put into place for your own report writing.
- Consider who the stakeholders are in the projects you work on (consider stakeholders who are both directly and indirectly involved), and think about what you can do in your role to best support them.
- Take time to fully understand the objectives of a project or programme, and which elements are critical for you to deliver. Find out how the project will be evaluated – which parts of your work will contribute to this evaluation?
- Locate the most recent annual review or report for your organisation, or find out someone who knows about the organisation's performance. Find out what things the organisation measures its performance by (eg. turnover, profit, production, customer satisfaction etc). Compare last year's performance with the previous three years.
- Network with external peers and colleagues to gather insight on factors that influence other organisations.
- Build up your internal network and talk to others about external influences that affect their departments' work.
- Find out from your HR colleagues and networks where to source relevant and up-to-date employment law – consider websites, organisations and publications.
- Review the project management practice in your organisation as it relates to your role. Is there anything which can be improved? Share your thoughts with your line manager.
- Read some overview documents on your organisation's strategy, and discuss with your manager the links with your own / the team's responsibilities. Obtain the

people strategy for your organisation and understand how it aligns with the organisation strategy.

Performance and Reward

When you work in Performance and Reward you're delivering pay and benefit or reward programmes that recognise key employee capabilities (skills, behaviours, performance and experience) while at the same time, keeping them fair, market-relevant and cost-effective – with the aim of establishing an organisation culture of high achievement. At your level you typically need to provide data and input around job sizing, market surveys, diversity analysis, pay reviews, union negotiations, remuneration committee requests and tailored reward and senior leadership pay reviews. As part of this, you'll support employees and managers on issues around reward and salaries.

How prepared am I?

What you've told us indicates that your knowledge and skills in this area are emerging. This usually applies to someone who has just started out in HR or has not yet had much exposure to Performance and Reward at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Performance and Reward, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel at your level.

What's it like working within Performance and Reward at a more senior level?

In order to be able to work at the next level up within Performance and Reward, you typically need to work with managers to understand the reward requirements for their teams. You'll develop pay and reward recommendations and implement them locally. You'll need to conduct pay and reward reviews which may include specific policies for key individuals, executives, and expatriates. You'll be expected to make sure practices are in line with legal requirements.

My Gaps

- Identifying where there may be anomalies in reward or salary packages in terms of legislation
- Supporting the implementation of performance and reward activities (eg, pay reviews, job sizing, new recognition programmes)
- Feeding back responses from managers and employees on reward matters
- The key issues around executive remuneration
- Collating and analysing data to support reward activities (eg, for job evaluation, pay reviews, total reward packages)
- Undertaking research for non-standard or tailored reward packages

- The different elements of a reward package
- Methods for evaluating pay and reward practice

Development Actions

- Identify the sources of reward data within your organisation and think about how you can collate this to show trends and inter-relationships.
- Agree a role or group of roles that your organisation cites as having special reward requirements. Research how other organisations (including equivalent or competitor organisations) create reward packages for these roles. Understand how this differs to the package offered by your organisation.
- Research employment legislation around reward and pay (including the Equal Pay Act) using the CIPD, ACAS and other relevant websites.
- Seek out project opportunities connected with your organisation's performance and reward plan / cycle to understand key elements and how they align (for example, job evaluation, performance-related pay or bonuses, recognition programmes etc).
- Read your organisation's performance and reward policies and create an FAQ document to help you answer manager and employee reward queries.
- Talk to a reward specialist in your organisation to understand the different elements of reward including job evaluation, fixed pay, variable pay, employee benefits and total reward and their purpose and impact in attracting, motivating and retaining talent.
- Read your organisation's published annual statement and pay particular attention to the information relating to executive pay (if it has one). Find out if there has been a history of shareholder or decision maker disagreements around executive remuneration.
- Spend time with a colleague to understand how your organisation evaluates the effectiveness of its elements of reward.
- Read book *Leatherbarrow, Fletcher and Currie, Introduction to HRM*

Skilled Influencer

When you're displaying skilled influencing, you're demonstrating the ability to influence others, and to gain the necessary commitment and support from a range of stakeholders to achieve the organisation's goals.

How prepared am I?

What you've told us indicates that your behaviour in this area is meeting expectations. This usually applies to someone who is demonstrating many of the behaviours expected at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate skilled influencing. If you're keen to develop your influencing skills, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment.]

My strengths

- Using logical persuasion, backed by evidence to support opinions and proposals

Where I am competent

- Identifying the key messages, the right audience and the right communication channels in any given situation
- Understanding differences between own and others' working style, approach and beliefs
- Comparing and contrasting different options to see their advantages and disadvantages

Development Actions

- Observe those around you who are successful at influencing others and reflect on what it is about their approach and style that makes them convincing. Apply your insights to develop your influencing style.
- Review a communication plan for a project or intervention and identify the key messages, key audiences and reasons for the choice and combination of communication channels.

- Complete an influencing styles questionnaire (available on the internet) to gain insight into your personal style and whether it is more aligned with a 'push' or 'pull' approach.
- Read CIPD RESEARCH: Using the head and heart at work: a business case for soft skills

Decisive Thinker

When you're displaying decisive thinking, you're demonstrating the ability to analyse and understand data and information quickly. You're using information, insights and knowledge in a structured way to identify options, make recommendations and make robust, defensible decisions.

How prepared am I?

What you've told us indicates that your behaviour in this area is meeting expectations. This usually applies to someone who is demonstrating many of the behaviours expected at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate decisive thinking. If you're keen to develop your decisive thinking, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment.

My strengths

- Using previous experience, standard procedures and common sense to make decisions

Where I am competent

- Assessing the value of information and data before using it to make decisions
- Ensuring that details and facts are correct and complete before drawing conclusions
- Collecting and interpreting relevant data to support decision making

Development Actions

- Reflect on a challenging decision you have made at work. Consider all the information you drew upon to reach your decision, and how much each contributed to the success of the decision. Consider what additional information could have been useful.
- Reflect on a quick decision you have had to make at work. In hindsight, consider what additional information would have been valuable in drawing your conclusion.
- Speak to your key stakeholders (including your customers and colleagues) and find out what further data and reports they would find useful. Consider how can you support them further in their work.

Development plan

NAME:	Amanda Glanville	MEMBERSHIP NUMBER:	53072713
COVERING THE PERIOD FROM:	10/11/2018	TO:	13/05/2020

Planned outcome

Where do I want to be by the end of this period? What do I want to be doing? (This may be evolutionary or "more of the same".)

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Understanding of the organisation's strategic aims and performance.	Read and summarise documents produced at board level, including IMTP, Health Board Annual Review. Prepare notes to use in discussion to consolidate learning. Arrange meeting with Tracy Warmly (Senior Workforce Manager) to discuss the IMTP, Annual Report. Use prepared notes to ensure meeting provides	Health Boards Annual Report 2017/2018. Intermediate Medium-Term Plan (IMTP) for the Health Board.	Detailed notes, summarising content of documents	February 2019
Identify the relevant HR law for my own role, including where I would access advice relating to employment law.	Find out how the organisation measures its performance by (e.g. turnover, profit, production, customer satisfaction etc). Work shadow a colleague in HR, identifying where the organisation gets information and advice relating to employment law. Use the CIPD learning resources/factsheets to understand the legislation affecting HR. Attendance at CIPD Event – Is it just kidding; only joking; or workplace harassment in disguise? CIPD Event – Employment Law Update	Health Boards Annual Report 2017/2018. Intermediate Medium-Term Plan (IMTP) for the Health Board. Notes from self-directed reading Meeting Meeting Tracy Warmly HR Manager Agreed allocated time CIPD Access Booking space availability Allocated time to attend Booking space availability Allocated time to attend	Being able to discuss the strategic aims of the Health Board confidently including financial performance Information on key drivers and how my role relates to the bigger picture. Work shadow carried out and greater understanding of role and where to get information and advice Achievement of the Understanding employment law course module. Attendance and confidence to be able to deal with issues that relate to harassment, bullying or colleague teasing. Attendance and be able to discuss employment law updates and understand the context of discussions within my role.	March 2019 February 2019 February 2019 March 2019
Project Management Skills evaluation and reflection	Arrange one to one with my manager to review project management practice in the organisation. Arrange meeting with Senior Manager to discuss including this as part of the Managers Passport Programme.	Evidence of Project management within the organisation Meeting manager Meeting – Rob Blake	Reflection and possible implementation of training within the Managers Passport Programme.	November 2019

Knowledge of employment legislation in relation to reward and pay, including the Equal Pay Act	Research reward and pay using CIPD, ACAS and relevant websites.	CIPD & Website Access	Knowledge of reward and pay to allow me to support senior managers in implementing new initiatives and reviewing current procedures.	January 2020
Understand job descriptions, job evaluation and re-banding of roles.	Work shadow Andrea Thomas through a job evaluation and re-branding to understand how job descriptions are agreed.	Allocated time	Ability to create and support others in the creation and updating of job descriptions and support with role redesign.	September 2019
Increase knowledge of HRM in the organisation	Read text book on Introduction to HRM	Book: Introduction to HRM by Leatherbarrow, Fletcher and Currie	Ability to apply reading within my role	October 2019
Awareness of benefits packages within the organisation and how this compares to other organisations	Read benefits booklet that is issued within the induction packs. Meet with Senior Benefits Officer to discuss benefits offer within the organisation Discuss with peers at the CIPD L5 course the different benefits packages in organisations	Benefits Package Booklet Meeting with Wendy James Lunch talk/networking opportunity	Ability to deliver the benefits section of the induction programme	November 2019
Self-assessment of negotiation and influencing skills	Complete self-assessment of influencing skills questionnaire. Discuss outcome with mentor to identify a second perspective Reflection and note taking of negotiating and influencing skills following a meeting, using support from mentor. Reading factsheets, journals, books relating influencing skills.	Influencing Style Questionnaire Identified Mentor Identified Mentor.	Through participating in a discussion and being able to summarise practise in other organisations. Completed questionnaire and mentor notes, applying feedback in practices Completed mentor notes, applying feedback in practices	January 2020 May 2019 June 2019
Research negotiation and effective influencing skills		CIPD Website CIPD Factsheet – Using the head and heart at work: A business case for soft skills Core text books Allocated diary time	Ability to apply reading within my role	July 2019
Am I using the right approaches to influence managers, colleagues, employees within my role?	Evaluate a communication plan for the 'All Wales Career Framework', communication methods and appropriateness for key audience Consider the challenging decisions made in relation to the 'All Wales Career Framework'. The timeline and the decisions made. Were outcomes effected by decision making process. Asking: • What information could I have gathered before making the decision? • Could I have involved experts? • What research could I have carried out? • Were there any implications of making the decision when I did?		Self-evaluation of influencing skills and applying feedback in practices	August 2019
Reflection on the decisions I have made within my role	Consider the quick decisions made day to day. Reflect on the following questions: • What information could I have gathered before making the decision? • Could I have involved experts? • Were there any implications of making the decision when I did?	Allocated diary time	Notes and reflection showing responses to questions	September 2019
Knowledge of decision-making models	Research decision making models. And create my own toolbox for decision making	Allocated diary time Internet access, library, text books, podcasts, journals	Notes and reflection showing responses to questions Personal toolbox for decision making	September 2019 October 2019

Reflection on how I communicate decisions	Discussion with the team to discuss how I communicate decisions and the impact this has on their role within the team	Informal team talk	Notes and reflection showing responses to questions and applying feedback in practices	October 2019
General development towards HR practices and procedures	Attendance at the CIPD West Wales Roadshow: CIPD news update	Self-Funding Allocated time	Using the workshops on return to the workplace.	21/02/2019
Increased knowledge of CIPD	Completion of the level 5 Diploma in Applied Human Resource Management	Attend Trinity University one day per month Suggested reading Access to the library online and at the university	Achievement of assignments and certification of the qualification	May 2020
Continuous updates of news and changes in practices and procedures	Regular reading to further improve knowledge in relation to HRM	CIPD website Subscribing to the CIPD Podcasts PM Magazine Insight email updates Linked In	Ability to apply what I have read in daily work and towards CIPD Level 5 qualification	May 2020

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