



GIG
CYMRU
NHS
WALES

Partneriaeth
Cydwasaethau
Shared Services
Partnership

BMHR7001

Designing, Delivering and Evaluating Learning and Development

Resources Not Courses

Author: 2006240

**Establishment: University of Wales Trinity St
David**

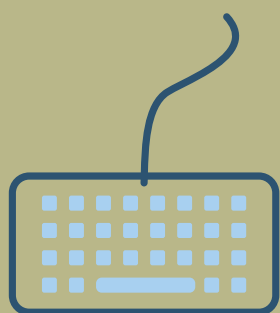
Date: 22 March 2021

Word count: 547 (excluding bibliography)



HOW TO CLAIM FOR TRAVEL EXPENSES

A Simple Guide To Reimburse You For Your Ride!



LOG INTO YOUR ESR ACCOUNT

Log in using your NADEX ID and password. Once you have logged into the ESR Hub, you will be directed to your personal portal.



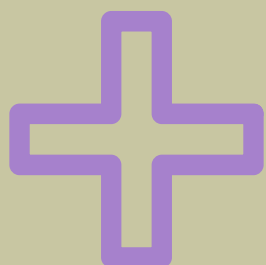
THE E-EXPENSES PORTAL

On the left hand side, you will see a list of '**Local Links**'. Click on the link for '**E-Expenses**'.



CHANGE YOUR DETAILS

Every time you click on E-Expenses, you will be redirected to '**Your Details**'. If this is your first time on E-Expenses, recently moved or changed your vehicle, you will need to insert or amend your home address and your vehicle details. Once completed, press '**Save**.' If there are no changes for you to make, press '**Continue**'.



ADD NEW EXPENSES

You will be directed to the E-Expenses home page. To Submit a new travel claim, press '**Add New Expenses**'.

SUBMIT YOUR CLAIM



1. Select the date of the claim
2. Select a reason for your claim from the drop down menu
3. Insert the starting address of your journey
4. Insert the end destination address
5. Press '**Save and Submit**'. You can now log out of your account.
6. Your request will be submitted to your line manager for approval.
7. The outcome of your claim will be confirmed via email.
8. If approved, you will be re-imberseed on the next payroll.

Supporting Material

Relevance:

Shackleton-Jones (2019) argued that for a resource to be successful, it must resonate with the learner. Shackleton-Jones (2019) illuminates the view that if people are told to learn something that has no relevance to them, the learning will ultimately fail (Podbean, 2015). Whilst Shackleton-Jones (2019) claims that his theory is revolutionary, arguably, he echoes concepts of the adult learning theory of 1968 by emphasizing that for learning to be embedded, adults must understand the relevance of the learning (Colman, 2019).

Measurement:

The CIPD (2020) noted that key to any new learning and development initiatives, a measurement needs to be agreed. Prior to the release of this info-graphic, our internal help-desk received high volumes of queries and payroll noted errors in new starters submissions. We will measure the volume of calls and errors made and a reduction would suggest that our new learning resource has been successful.

Accessibility:

Within our organisation, 70% of staff now work from home. For those who work in our stores, access to a laptop is limited, meaning that developing a video or presentation would not be fit for purpose (Degreed, 2017). Analysis has suggested that the above info-graphic would be most suitable learning resource to apply to all staff. For those who work in stores, the info-graphic can be printed and displayed in communal areas next to the shared laptop. For the remaining 70%, we would like to embed the resource into the e-expenses portal so that it would be accessible at the point of need. Until we get approval for this, the info-graphic will be filed on all teams channels, circulated via email and saved on our internal intranet. Previously, we did not have a intranet page specific for learning guides. Now, a specific 'Learning Guides' page is in draft to keep all learning resources in one easy to find space for staff.

Bibliography

Podbean, (2015) *Identifying the Performance Gap in Learning Needs Analysis Trainer Tools*. [Podcast]. Available at: <http://trainertools.podbean.com/e/the-performance-gap/> (Accessed 27 January 2021).

CIPD (2020) *Learning and Development Strategy and Policy*. [Online] Available at: Learning & Development Strategy and Policy | Factsheets | CIPD (Accessed: 2 February 2021).

Colman, H. (2019) *6 Adult Learning Theories and How To Put Them Into Practice*. [Blog] Available at: <https://www.ispringsolutions.com/blog/adult-learning-theories>. (Accessed: 5 February 2021).

Daly, J. and Overton, L., (2017) *Driving the New Learning Organisation: How to Unlock the Potential of L&D*. [Online] CIPD. Available at: https://www.cipd.co.uk/Images/driving-the-new-learning-organisation_2017-how-to-unlock-the-potential-of-Land-d_tcm18-21557.pdf (Accessed: 19 February 2021).

Dam, N. (2012). *Designing Learning for a 21st Century Workforce*. [Podcast] Association for Talent Development. Available at: <https://www.td.org/magazines/td-magazine/designing-learning-for-a-21st-century-workforce> (Accessed 13 February 2021).

Degreed (2017) *The Innovator's Guide to Learning Technology*. [Guide] Available at: Degreed_InnovatorGuide.pdf (Accessed: 18 February 2021).

Ispring, (2019) *6 Adult Learning Theories and How to Put Them into Practice*. [Online] Available at: <https://www.ispringsolutions.com/blog/adult-learning-theories> (Accessed: 7 February 2021).

Shackleton-Jones, Nick, (2019) *How People Learn: Affective Context - The First General Theory of Learning*. [Video] Available at: <https://www.youtube.com/watch?app=desktop&v=9IR1Fwqt0G8> (Accessed: 24 February 2021).

Shackleton-Jones, Nick, (2019) *How People Learn: Designing Education and Training that Works to Improve Performance*. [Book] Kogan Page Ltd.

Stewart, J. and Cureton, P. (2014) *Designing, Delivering and Evaluating L&D: Essential for Practice*. [Book] London: CIPD.