

CIPD Candidate evidence matrix

(CEM1)

Candidate name: Emma-Jane James			CIPD Membership/registration No.: 55405797			
Qualification title: CIPD Diploma in Applied Human Resources (Level 5)			Unique Learner No. (ULN): 1905441			
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 Resources	1.1, 1.2, 1.3	UWTSD Business School – ‘managing your learning’ information sheet Course Study Timetable UWTSD Programme of Study Handbook Moodle Screenshot Student Hwb mobile screenshot UWTSD website screenshot Completed University Induction Questionnaire (signed by Lecturer) Coleg Sir Gar Induction Pack Coleg Sir Gar signed Contract Coleg Sir Gar signed Apprenticeship Learning Agreement CIPD website screenshot	EV01 EV02 EV03 EV04 EV05 EV06 EV07 EV08 EV09 EV10 EV11		
5CDPP	Developing Professional Practice in Human Resources	2.1, 2.2	Written report			
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 3.3	Email to new employee JCP induction Slides JCP new employee – one month review form Lexcel report extract Line Manager training matrix spreadsheet Case Study: Apprentice recruitment	EV12 EV13 EV14 EV15 EV16 EV17		
5CDPP	Developing Professional Practice in Human Resources	4.1, 4.2	Written report			

5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2, 5.3	CIPD Self-Assessment Personal Development Plan			
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:		13th January 2020	

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.

Developing Professional Practice in Human Resources – 5CDPP – Assessment Activity 1

This course is a CIPD Level 5 Diploma in Applied Human Resources, being a higher apprenticeship qualification in HR Management and consisting of 16 modules, totalling 90 credits over a 900 hour Total Qualification Time and delivered over a 2 year period. This is detailed in the 'managing your learning' information sheet (EV01). The course is being studied part time alongside usual working hours of employment, and involves the attendance of monthly workshops. Full details of the course modules and workshop dates can be found on the 2019-2021 course Timetable (EV02).

The course is being studied through two institutions: The Faculty of Business and Management at the University of Wales Trinity Saint David where Julie Thomas is the Lecturer and Coleg Sir Gar where Allison Williams is the Training Adviser.

There are a variety of guides and resources available to assist in the completion of studies. UWTSD have prepared a Programme of Study Handbook (EV03), which contains details of the course from general information on the programme of study to assessment details and codes of practice applicable to students of the university. The Handbook can be located on Moodle (EV04), which is UWTSD's Virtual Learning Environment. Moodle is used to: - obtain all required course module materials/resources/reading lists; upload assignments via the Turnitin link; view and contribute to topic blogs; and to access question and answer forums. It can also be used as a way to gain access to library resources; your email account; IT helpdesk and student services. The Student Hwb (EV05) can also be accessed through Moodle, directly through the University website (EV06), or by way of an application on a mobile phone. The Hwb is a further access route to the UWTSD student guide; key policy documents; emails and library services. A UWTSD Induction questionnaire (EV07) is completed at the introduction to the course and details the core elements of the course and what is involved in the study programme.

Coleg Sir Gar Pibwrlwyd campus is the location of the monthly workshops. A College induction pack (EV08) is provided at the introduction to the programme, comprising of all elements relation to the apprenticeship component of the course. The Apprenticeship comprises of regular assessments in the workplace with the Training Advisor to ensure the qualification standards are being met. Reviews are also conducted regularly, where 'SMART' targets are set to assist in the completion of the programme. There is a Higher Apprenticeship Contract in place between Coleg sir Gar and the Employer (EV09) to confirm responsibilities of the employer, together with an Apprenticeship Learning Agreement (EV10) to outline the requirements and expectations of the apprenticeship provider, Welsh Assembly Government, apprentice and employer.

The course is governed by CIPD, who it is necessary to become a student member with, as a CIPD appointed moderator will examine and assess all study programmes leading to a CIPD qualification. On successful completion of the qualification, candidates are entitled to increase their CIPD membership grade from student to Associate, thereby being able to use the designation 'AssocCIPD' after their name. The student membership carries a number of benefits, including the access to both Human Resources and Learning and Development resources and support, primarily available from their website (EV11).

Evidence List Enclosures:

EV01 - UWTSD Business School – 'Managing your learning' information sheet

EV02 - Course Study Timetable

EV03 - UWTSD Programme of Study Handbook

Emma-Jane James - 1905441

EV04 - Moodle Screenshot

EV05 - Student Hwb mobile screenshot

EV06 - UWTSD website screenshot

EV07 - Completed University Induction Questionnaire (signed by Lecturer)

EV08 - Coleg Sir Gar Induction Pack

EV09 - Coleg Sir Gar signed Contract

EV10 - Coleg Sir Gar signed Apprenticeship Learning Agreement

EV11 - CIPD website screenshot.

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

Timetable – CIPD Diploma in Applied Human Resources 2019-2021

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

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

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

Document updated on 31.7.19



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

PROGRAMME OF STUDY HANDBOOK

CIPD Diploma in Applied Human Resources

Level 5

INSTITUTE OF MANAGEMENT AND HEALTH

2019-2020

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INTRODUCTION

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 2019-2020.

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.

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.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the student representative for your programme of study, through module evaluation questionnaires, through informal meetings with your personal tutor, teaching staff, or Programme Manager, through focus groups to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. Your opinion is valued.

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

This handbook covers the following Programmes of Study. The name and contact details of the Programme Manager are also listed below.

Programme of Study	Programme Manager	Tel. No.	E-mail
CIPD Diploma in Applied Human Resources	Julie Thomas	01792 481000 ext 3233	julie.thomas@uwtsd.ac.uk

SUPPORT DURING YOUR STUDIES

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for support issues. Further support can also be accessed through the Student Services department.

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 Manager.

The current CIPD Moderator for this Programme of Study is:

Pamela Williams

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

ACADEMIC YEAR 2019/2020

The academic year 2019/2020 will be divided up as follows:

Induction	25/09/2019
Term 1:	23/09/2019 – 13/12/2019
Term 2:	06/01/2020 – 27/03/2020
Term 3:	20/04/2020 – 10/07/2020

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

Information about you and your programme of study is held by the University on a central Student Record System managed by the University Registry. It is essential that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect can result in a range of problems including:

- delays in obtaining your student loan;
- failure to contact you in an emergency;
- clashes on your examination timetable;
- not being able to borrow materials from the Library and Learning Resources; and
- not being able to use the Information Technology services.

Please take time to check the enrolment information provided by the University Registry and be sure to notify the Registry of any errors or changes.

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.

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 Programme Manager 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.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

If your programme involves you coming into contact with children or vulnerable adults, you will be required to undertake a DBS check (Enhanced). Further details will be provided by the University Registry or Programme Manager.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Manager immediately of any change to their criminal convictions' status.

You will also be asked to complete a formal self-declaration during the enrolment period at the beginning of the academic year, which confirms your criminal conviction status. This declaration will be kept within Registry.

MODULAR TERMINOLOGY

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.

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh Assembly government and available on their website:

<https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf>

ASSESSMENT

At the start of each module, tutors will provide on Moodle full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

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

The University offers programmes in both English and Welsh. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered. If you have been taught in English and wish to be assessed in Welsh, or vice versa, you should consult your Programme Manager about the options available to you.

You will receive confirmation of your assessment marks at the end of the programme. 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 University's website:

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

Additional needs in terms of assessment

If you have any additional 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 additional needs.

<http://www.uwtsd.ac.uk/services-for-disabled-students/>

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/academic-quality-handbook/>

Responsibilities of students in relation to the assessment process

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

- i) You are correctly enrolled on their programme of study (including re-enrolment for each academic year after initial enrolment).
- ii) You read and understand the information provided about how you will be assessed, how your final award will be determined, and the action to take in the event that they experience difficulties relating to assessment.
- iii) You attempt every assessment component of a module.
- iv) You attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that you 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.
- v) You submit work for assessment as required and in accordance with the required format and deadline.
- vi) You inform your Programme Manager or Student Services of any disability or long-term impairment which might require special provisions for assessment.
- vii) You familiarise themselves with the University's definition of unfair practice and undertake assessments in a manner that does not attempt to gain unfair advantage.
- viii) You follow the prescribed procedures in the event that you experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
- ix) You keep a copy of work presented for assessment wherever feasible.
- x) You make your work available for sampling for external examining purposes and for archiving.

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:

You can access Moodle in 3 different ways:

1. From MyDay
Access your MyDay dashboard either by logging into a campus PC and opening Internet Explorer, or accessing <http://myday.uwtsd.ac.uk> from any browser on an internet-connected device. Click on the Moodle tile.
2. From the University Website
Navigate to <http://uwtsd.ac.uk> and select Quick Links (top left side of screen) and then Moodle.
3. URL Input
Open any browser on an internet-connected device and navigate to <http://moodle.uwtsd.ac.uk>

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

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 24hrs 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 **IT Service Desk** via:

Web: <https://webhelp.uwtsd.ac.uk>

Tel: 0300 500 5055

Or email: ITServiceDesk@uwtsd.ac.uk

In any correspondence please include your name and username (your student number) together with details of your issue.

ASSESSMENT FEEDBACK VIA TURNITIN

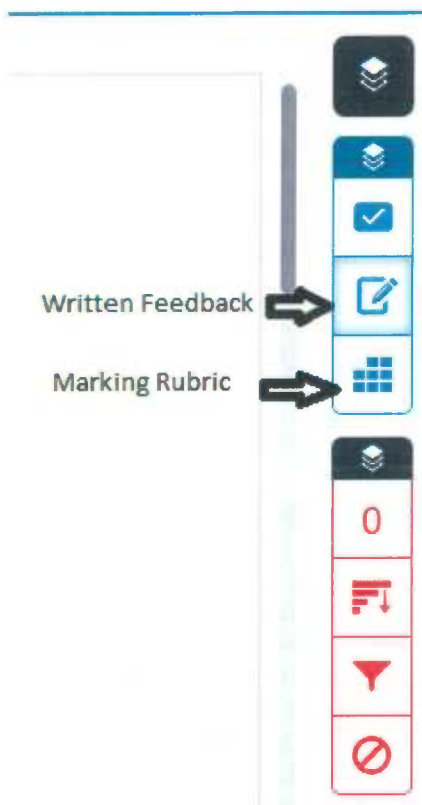
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

Written feedback will comment on the overall work.

The marking rubric will focus on how the piece of work meets the criteria listed in the relevant rubric.

The marking rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark.

Written Feedback and the Marking Rubric can be found by clicking the buttons as shown when you view your submitted assignment in Turnitin.



(1) CIPD Diploma in Applied Human Resources

The Level 5 Diploma in Applied Human Resources is comprised of 16 modules (units), totalling 90 credits (QCF), delivered over 2 years. The units are grouped as follows:

No. of units	Module type	Credits
5	Core units	26
6	Group A - knowledge based units	24
5	Group B - competence based units	40

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

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 monthly with additional skills workshops throughout the year to meet these requirements.

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

CIPD-Specific Assessment Arrangements

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.

PROGRAMME STRUCTURE

Order of Delivery	Module Code	Module (Unit)	Module Group	Credits	ASSESSMENT DETAILS	
					Method of Assessment	Submission Date(s)
YEAR 1						
1	BMPD5002	Using a Research Approach in HR	Core	4	Written response, research report	18/11/19 29/6/20
2	BMPD5000	Developing Professional Practice in Human Resources	Core	8	Portfolio of Evidence, Updated Plan	13/1/20 24/5/21
3	BMPD5003	Understanding the Contemporary HR Function	Core	4	Slides and notes pages	17/2/20
4	BMPD5001	Understanding the Business Context of HR	Core	4	Written report, analysis notes	16/3/20
5	BMPD5004	Understanding Employment Law	Core	6	Written answers to questions	27/4/20
6	BMPD5008	Understanding the Management of Employment Relations	A	4	Written answers to questions	25/5/20
7	BMPD5006	Understanding the Link between Individual and Organisational Performance	A	4	Slides and notes pages	14/9/20
8	BMPD5012	Contributing to Improving Organisational Performance	B	8	Portfolio of Evidence	14/9/20
YEAR 2						
9	BMPD5007	Understanding Employee Engagement	A	4	Briefing paper	19/10/20
10	BMPD5013	Contributing to Employee Engagement in the Organisation	B	8	Portfolio of Evidence	9/11/20
11	BMPD5010	Understanding the Management of Change	A	4	Slides or screen shots with notes pages	11/12/20
12	BMPD5015	Contributing to the Management of Change	B	8	Portfolio of Evidence	18/1/21
13	BMPD5009	Understanding Coaching and Mentoring in the Organisation	A	4	Briefing paper	15/2/21
14	BMPD5014	Contributing to Coaching and Mentoring in the Organisation	B	8	Portfolio of Evidence	15/3/21
15	BMPD5005	Understanding Resourcing and Talent Planning	A	4	Written answers to questions	19/4/21
16	BMPD5011	Contributing to Resourcing and Talent Planning in the Organisation	B	8	Portfolio of Evidence	24/5/21

Module (Unit) details are correct on 1 September 2019 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. Module descriptors are presented in the accompanying Module Directory document, and will also be made available on the Moodle page for the programme.

UNIVERSITY ATTENDANCE POLICY

Attendance is an important indicator of your engagement with and success in your studies. All students are therefore required to attend all scheduled classes and tutorials and Institutes will record individual academic attendance. It is important that:

- you familiarise yourself with the attendance policy relevant to you (see <https://www.uwtsd.ac.uk/academic-office/other-forms-and-policies/>);
- you are fully aware of procedures to follow in case of unexpected absences.
- you are aware that disciplinary action will be taken for any sustained periods of unauthorised absence.

This is particularly important for **international students with a UKVI Tier 4 Visa**. Failure to adhere to the requirements and conditions of the Attendance Policy will lead to withdrawal from your programme and the University will also inform the UKVI to withdraw your Tier 4 visa sponsorship.

Appeal against withdrawal due to poor attendance – Information on how to appeal against withdrawal due to poor attendance is provided on the University's website (<http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/>).

CODES OF CONDUCT

The University is committed to providing all students with a safe and inclusive learning environment where all students have the potential to succeed to the best of their ability.

The University expects all students to abide by the Student Code of Conduct (see <https://www.uwtsd.ac.uk/studentcharter/>).

The University also has Fitness to Study and Fitness to Practise Policies (see <https://uowtsd.sharepoint.com/student-info/SitePages/Regulations.aspx>).

In addition, many programmes have a professional code of conduct that you are expected to adhere to. Your Programme Manager will provide you with appropriate details.

ABOUT 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 enrolling 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. Normally, 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 Institute 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**. The University recognises four referencing styles:

APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your programme of study, you should be using Harvard Referencing. The handbooks can be found online: <https://www.uwtsd.ac.uk/library/infoskills/referencing-handbooks/> or in print from the Library and Learning Resources. A Referencing Essentials session will be provided during the first term of your first year but as a general rule of thumb observe the following:

- *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, depending on which Referencing style you are asked to use.*
- *Paraphrasing or summarising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source.*
- *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'** and your Referencing Handbook will provide you with specific guidance to help you to do this correctly. For support, contact your tutor or Academic Liaison Librarian. 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

Library and Learning Resources (LLR) supports the learning, teaching and research activities of staff and students across the University with libraries at Carmarthen, Lampeter, London and Swansea and includes online resources, social learning spaces, special collections and archives.

The library prioritises the purchase of e-books over print wherever possible and loan periods are regularly reviewed by the library to ensure that they are appropriate and provide equitable access to resources. It is expected that at least all Essential reading list items are available from the library. The LLR follows a Fairer Fines policy which means students are only fined on items if they are in heavy demand or requested by another library user.

The LLR provides a *Need More?* service which aims to provide a one stop shop for all learning resource needs, for example, if a book, journal or thesis is needed which is

not in the library stock then it may be purchased or borrowed from another library. Further information can be found here: <http://www.uwtsd.ac.uk/library/library-guide/need-more/>.

Learning Spaces

There are six libraries across the Carmarthen, Lampeter, London and Swansea campuses. As well as collections, the library provides a variety of modern and flexible learning spaces, reflecting different styles of working e.g. group study spaces and quiet areas, as well as IT facilities, wireless internet, photocopying and printing facilities and excellent customer service.

Online Library

The LLR offers a wide range of printed and electronic resources including an extensive collection of online e-journals and e-books that are available 24/7 providing access to scholarly journals, newspapers, company reports and reference material. The library catalogue searches the whole range of print and online library materials and gives access to your library account from anywhere.

InfoSkills

All students are provided with a library tour, a Basic Skills session and a Referencing Essentials session in the first few weeks at the University. Academic Liaison Librarians will help students to develop the skills required to find, use and evaluate information sources within their subject areas. Numerous sessions are offered throughout the year to help students develop their Information Skills further to support their academic success and employability. These include sessions on identifying fake news, using statistics, commercial awareness, managing the information about them that is available online and accessing information sources in accessible formats. The LLR operates an open door policy which enables students to ask for help and advice on the information resources available throughout the academic year. Academic Liaison Librarians are welcomed to Staff / Student Committees, and also attend other relevant Institute meetings where invited, including the Institute Board. For further information on InfoSkills provision go to: <https://www.uwtsd.ac.uk/library/infoskills/>

Special Collections and Archives

The Library is also home to the Special Collections of UWTSd, including the University's oldest printed books, manuscripts and archives. The Special Collections include over 35,000 printed works, 8 medieval manuscripts, around 100 post medieval manuscripts, and 69 incunables. Material from the Archives includes the institutional archive of St David's College, later The University of Wales, Lampeter, and Trinity College Carmarthen, both constituent members of the University of Wales Trinity Saint David. Students are encouraged to use these wonderful resources as part of their studies, regardless of discipline. Visits and workshops are often arranged within the purpose-built reading rooms in the Lampeter campus library and there is a regular programme of exhibitions across the campuses and online.

For recent service developments, updates and contact information please visit the University Library website at <http://www.uwtsd.ac.uk/library/>. Please also follow the Library and Learning Resources on Facebook, Instagram or Twitter for up-to-date news, service developments and information on new services and resources: @UWTSdLib

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/>



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

Moodle
2019/2020

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Module Search

Go

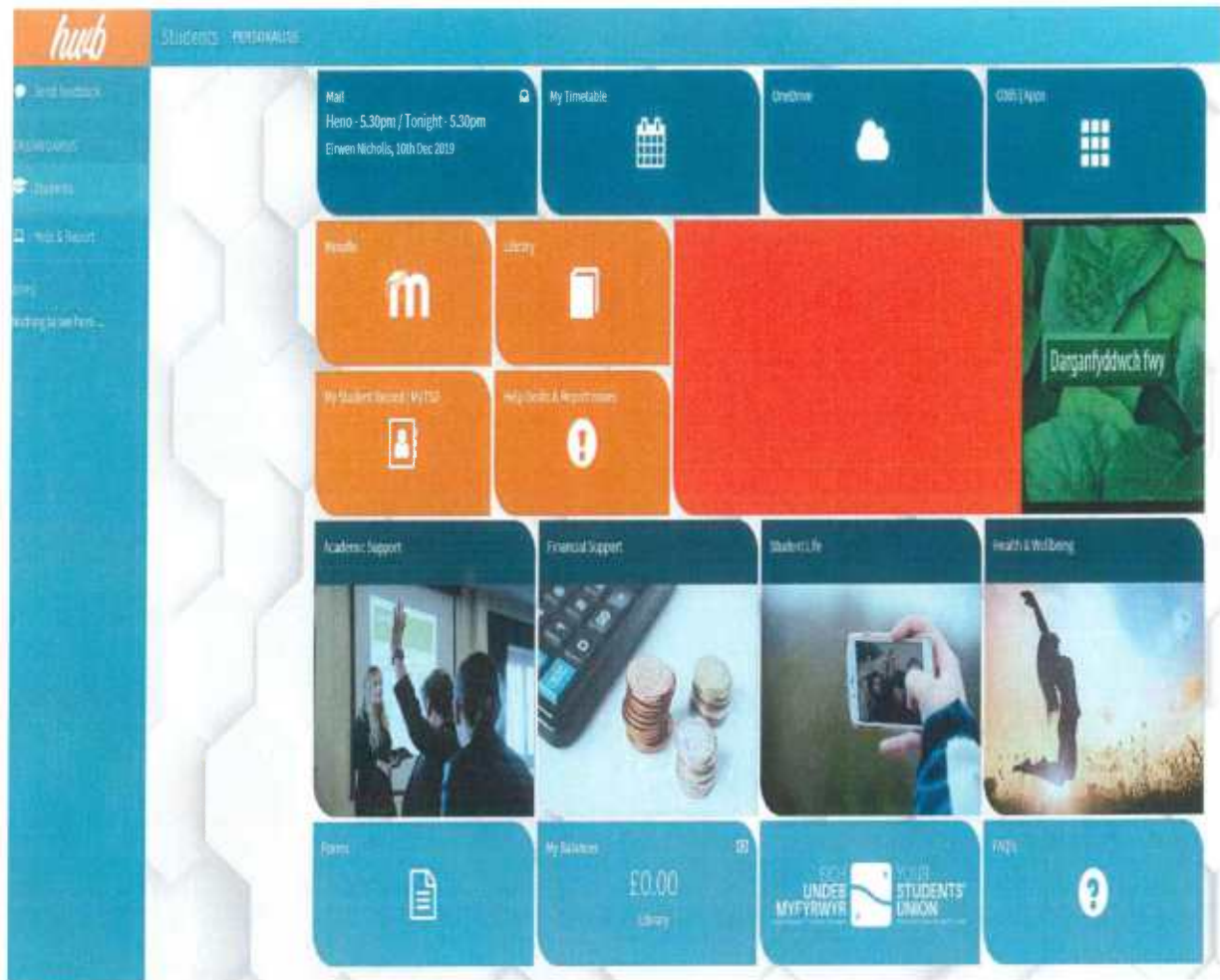
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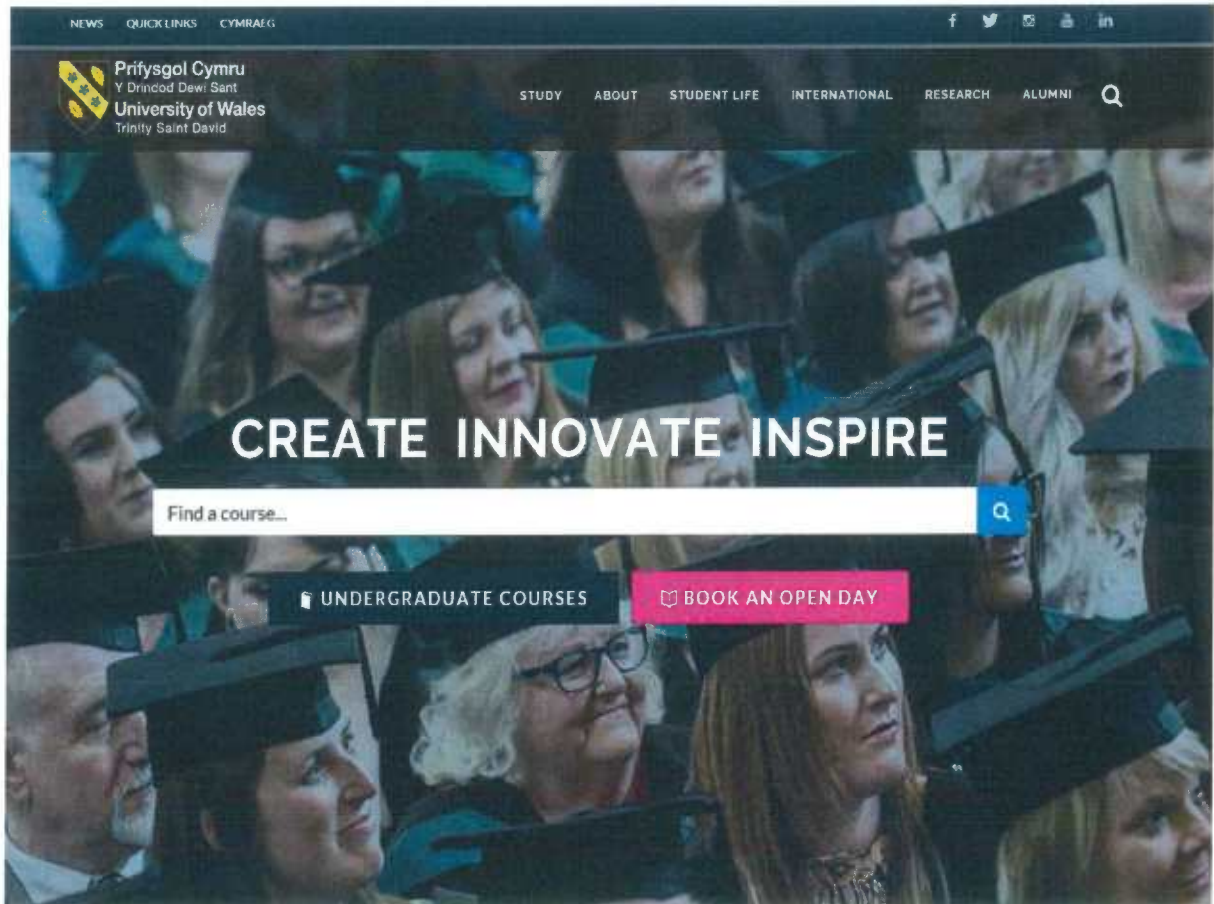
My modules

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

Category: [The
Faculty of Business
and Management](#)
Course completion

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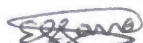
Induction Questionnaire

Diploma in Applied Human Resources

September 2019

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Greg & Gae Piburnhead campus 9.30am - 4.30pm - weds - monthly
2.	How many modules form part of the programme?	16
3.	When are the workshops this term?	25/09, 19, 23/10/19, 20/11/19, 04/12/19.
4.	What is Moodle?	Access course information
5.	What is Eduroam?	wifi network
6.	What is Turnitin?	link to upload final assignments & documents
7.	Do you know when you are required to hand in work?	specified deadlines
8.	What are the core texts for this programme?	Studying Human Resource Management (Cragg & Woodhall) Human Resource Management, People & organisations
9.	Do you know how to access the library catalogue?	UWSB.ac.uk - quick links
10.	Do you know who to go to if you have a question/concern about the course?	Julie Thomas
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?	student support services
16.	Do you know where the fire-exits and first aid points are for the building?	0an strawell turning left out of room 215
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 years (to May 2021)
19.	Have you been given access to the student handbook and time-table?	yes.
20.	What academic level is this qualification?	Level 5

Name: Emma James

Signed: 

CIPD Membership Number (to be added when available): 55405797

Signature of Lecturer: 

Date: 25th September 2019

APPRENTICESHIP

College Induction 2019-2020



Learner Name: ...*Emme Jones*.....

Tutor Name: ...*Julie Thomas*.....

Course: ...*CIPD Intermediate Diploma in Human Resource Management*.....

Date Induction booklet received: ...*25th September 2019*.....

Learner signature: ...*[Signature]*.....

Training adviser signature:



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

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Introduction

Croeso I Coleg Sir Gâr / Welcome to Coleg Sir Gâr
Croeso I Coleg Ceredigion/Welcome to Coleg Ceredigion
Coleg Sir Gâr's/Coleg Ceredigion's Mission Statement
Bod yn rhagorol – y Coleg dewisol
To be excellent – The College of choice

Apprenticeship and Traineeship programmes are contracted to Training Providers by the Welsh Government. **Coleg Sir Gâr/Coleg Ceredigion delivers its work based learning provision within a consortium of training providers (B-wbl) led by Pembrokeshire College.** Members include:

PRP Training Ltd, Cymru Care Training Ltd, Coleg Gwent, Bridgend College, The People Business Wales and Tydfil Training Consortium Ltd.

Useful Contacts:

Main Switch board number 01554 748000
Pibwrlwyd Campus office 01554 748264
Ammanford Campus office 01554 748318
Graig Campus office 01554 748051
Jobs Well Campus office 01554 748201
Gelli Aur Campus office 01554 748578
Cardigan Campus office 01239 612032
Aberystwyth Campus office 01970 639700

Coleg Sir Gâr Graig Campus Sandy Road Pwll Llanelli SA15 4DN	Coleg Ceredigion Aberystwyth Campus Llanbadarn Fawr Aberystwyth Ceredigion SY23 3BP	Coleg Ceredigion Cardigan Campus Park Place Cardigan SA43 1AB	Coleg Sir Gâr Ammanford Campus Dyffryn Road Ammanford SA18 3TA	Coleg Sir Gâr Gelli Aur Campus Gelli Aur Llandeilo SA32 8NJ	Coleg Sir Gâr Pibwrlwyd Campus Pibwrlwyd Carmarthen SA31 2NH	Coleg Sir Gar Jobs Well Campus Jobs Well Road Carmarthen SA31 3HY
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Benefits of being a member of B-wbl

Who is B-wbl?

We are providers who work together to deliver work based learning in Wales. We are made up of further education colleges and private training providers and are led by Pembrokeshire College. Our organisations retain their independence while collaborating to deliver work based learning and improve standards across Wales. We deliver apprenticeships, traineeships and work ready programmes. Our Welsh Government contract value is currently £10.1 million.

What is the purpose of B-wbl?

We provide a unified work-based learning network committed to provide access to high quality learning opportunities. We provide training which ensures our learners achieve their potential and that employers' needs are met.

What are the benefits of B-wbl?

We ensure that each learner gets the best support and opportunities available to them by sharing resources.

Our employers are able to access a better choice of high quality provision through our members.

We share and adopt best practice which ensures our learners' experiences are similar across all our providers and allows our members to share high quality practices.

We offer a joined-up approach to training and development across South Wales. This facilitates more opportunities and planned progression routes, from engagement and level one employability programmes, through to level five higher apprenticeships.

We offer regional planning with local delivery that meets employer and employee needs.

Outstanding Partnerships Committed to Success

Why do you have to complete an induction booklet?

All new learners to Coleg Sir Gâr and Coleg Ceredigion have to complete this induction booklet. It will help make sure that:

- You know you are on the right course
- You know everything you need to know about the college
- You know everything about your programme of learning

When should you complete your induction booklet?

You should aim to complete all the tasks in this booklet by the end of the first half term. You do not have to work your way through everything in order – you can ask your tutor or training adviser on the best way to complete this booklet.



ALL YOU NEED TO KNOW ABOUT WORK BASED LEARNING PROGRAMMES

Work Based Learning Programmes

Role of your Training Adviser

If you are a learner on an apprenticeship or traineeship programme you will be assigned a training adviser/assessor who will also be your mentor. He/she will have already carried out an Initial Assessment which would have included Numeracy, Literacy and Digital literacy abilities, this will then have highlighted if any extra support is needed.

Your training adviser is there to help you with all matters relating to study and offer support with any personal problems that may affect your study. Your training adviser will also:

- Assess you in the workplace using the standards for your qualification
- Conduct reviews with you on a regular basis and set SMART (specific, measurable, achievable, realistic and timely) targets to help you progress and complete your programme within the specified timescale.
- Help you to develop your study skills
- Help with career planning
- Identify your support needs

How do I know what progress I am making?

At set intervals (28 days for traineeship and 56 days for apprenticeship programmes) your Training Adviser will discuss your progress with you and your employer/careers adviser if applicable.

Your training adviser will then discuss with you further ways you can improve your performance.

Activity

What is the name of your Training Adviser? What is their contact number?

How does your training adviser help you with your progress on the programme?

How often will you be reviewed on your programme of learning?

My Learning style

We all learn things in different ways. You may learn things quickly by reading about them or you may prefer to be more 'hands on' and learn by doing.

As a learner at Coleg Sir Gâr and Coleg Ceredigion you will be expected to develop an understanding of how you learn best. By getting to know yourself as a learner you will be able to plan and complete your work more successfully.

As part of your induction into the college you will find out how you best learn by doing a VARK assessment. Your training adviser will explain the VARK assessment to you – and when you have completed it, look at your results with your training adviser and write down what learning styles seem to best reflect the way you learn.

You may have one preferred learning style or you may be a mix – everyone learns differently so there is no right or wrong learning style!

My preferred learning style is

Literacy, Numeracy and Digital Literacy

To make sense of the world around you, you need an understanding of written and spoken language and you need the ability to interpret what has been written or said and to draw conclusions from the evidence that surrounds them. It is also about being able to communicate - accurately, fluently and persuasively.

Numeracy describes the set of skills needed to tackle real-world problems in a variety of situations by applying numerical reasoning, and then carrying out the mathematical procedures to find the solution.

The college will assess and record your literacy, numeracy and digital literacy levels using the WEST software and provide feedback to you on your levels. The software will produce a 'spikey profile' which highlights your strengths but also your weaknesses. Targets from the results will be set on regular basis to help you improve your level of understanding of the weaker areas. You are expected to undertake the tasks that have been set by your training adviser/assessor. Your tutors/training advisers and assessors will mark all of the work that you write or type and provide you with constructive feedback and guidance throughout your programme.

We will expect you as the learner to check your work, read over it carefully prior to submission and this will, with the guidance from Coleg Sir Gar and Coleg Ceredigion help you develop your skills.

Literacy and Numeracy are both areas that Coleg Sir Gar and Coleg Ceredigion take very seriously and we are here to help you with your studies. Therefore your tutor/training adviser/assessor will be using symbols to highlight areas for development within your work and help you progress with your programme successfully.

LITERACY MARKING GUIDE	
• Your tutor will use the following symbols to help you improve the accuracy of your written work. • It is your responsibility to correct your work.	
<u>Symbol</u>	<u>Means</u>
Sp	Spelling mistake
C	Capital letter
P	Punctuation
SS	Sentence structure
WW	Wrong word used
R	Repetition (of a word, phrase or idea)
T	Tense
//	Start new paragraph
^	Word missing
✓	Well written section
✓✓	Very well written section

My Literacy level is:

My Numeracy level is:.....

My Digital Literacy level is:

Individual learning plan

As a student at the college on a traineeship or apprenticeship programme you will be asked to complete and sign an **Individual Learning Plan**.

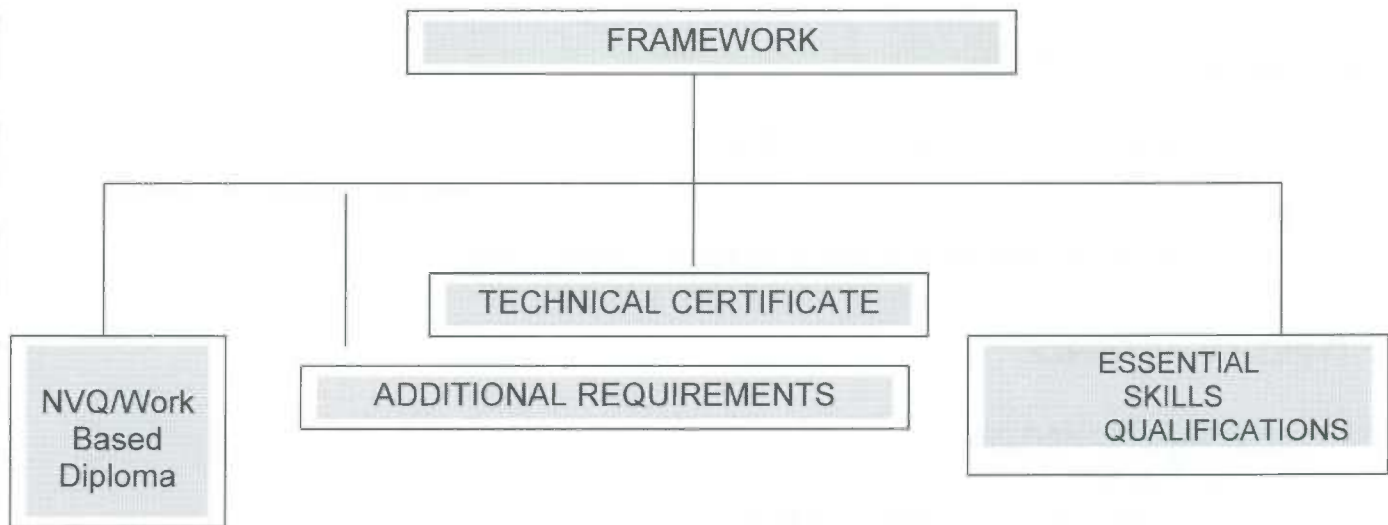
By signing your **Individual Learning Plan** you are agreeing that -

- you have received information about the programme, qualification and framework you are aiming for and understand that your progress will be regularly monitored during the regular reviews and that you will be assessed according to the approved arrangements laid down for the course.
- you understand and agree to follow the college's enrolment conditions. These include that the college can let your parents know about your attendance and your progress if you are under 18, and to your employers if you are an apprentice.
- you are aware of the college's rules and the standards that the college aims to achieve.
- you have made your training adviser and tutor aware of any learning difficulties or disabilities you may have and that you understand the range of services and entitlements that the College offers and how to gain access to them.
- That your individual learning plan records a relevant programme for you and that it is the result of appropriate advice and assessment.
- Your individual learning plan is just that, individual to you, it shows what qualifications make up your programme of learning or framework together with the length of time you are expected to achieve, this will be undertaken with your employer if applicable.
- That you understand and agree to the literacy/numeracy and Welsh Language and Culture targets as stipulated by the Welsh Government.

What is a framework?

- A set of qualifications to achieve your full award for:
Foundation Apprenticeship
Apprenticeship
Higher Apprenticeship

Framework requirements



Completion time

Times will vary depending on your framework.
This applies to Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship schemes.

Your Training Advisor will discuss this with you.

My expected completion date for my programme is:

NVQ / DIPLOMA / WORKBASED DIPLOMAS, WHAT IS THE QUALIFICATION?

- It is an occupational, competence based qualification.
- It is workplace assessed.
- Achievement will often require training

ASSESSING

- Measures your ability to perform skills required practically. i.e. Observation.
- Checked your underpinning knowledge and understanding by questioning.
- This may be through tests or verbal questioning.

STANDARDS AND EVIDENCE

Each element is split into:

Performance Criteria

- To show what has to be performed competently. What you can do.

Underpinning Knowledge

- Questions to show your understanding of the job you do.

Range

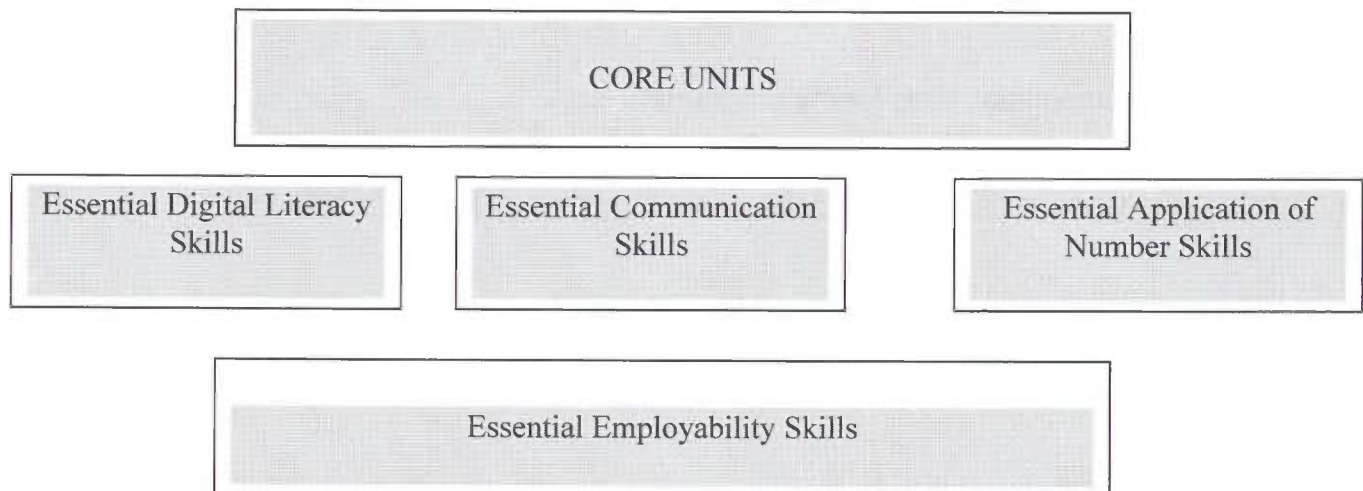
- The tasks required to show your ability to do the job.

TYPES OF EVIDENCE

- Observation in the workplace
- Testimony of others.
- Candidate explanation of process / log book.
- Assessment of prior learning. (APL)
- Oral &/or written questioning
- Video/photographic/voice recordings

What are essential skill qualifications?

They are skills that are transferable between many everyday tasks that you perform.



- You will produce a portfolio (file) and sit controlled tasks for your Essential Skills qualifications work. It can contain work from your main programme, although specific assignments may need to be completed.

Employment responsibilities and rights

- Statutory Responsibilities and Rights.
- Procedures and Documentation.
- Career Pathways.
- Representative Bodies.

Guide to your rights

On an apprenticeship, from day 1 you are entitled to:

- An itemised pay slip or statement
- Equal pay
- No discrimination on the basis of sex, racism sexual orientation, religious beliefs and age
- A limit of 48 hours on the maximum average working week
- 20 days of paid leave every year

After 1 months service you are entitled to:

- One week's notice of dismissal

After 2 months service you are entitled to:

- A written statement of your terms and conditions (NB a contract of employment legally exists as soon as you have received payment for work, most employees are given a written contract before or upon starting work).

After 1 years' service you are entitled to:

- Redundancy pay
- Protection against unfair dismissal

National Minimum Wage

There are different levels of NMW, depending on your age and whether you are an apprentice, up to date information can be found on HMRC website.



**ENSURING ALL GOES WELL WHILST AT COLEG SIR GAR
AND COLEG CEREDIGION**

College Conduct and Appeals

Assessment appeals procedure

Policy statement

Coleg Sir Gâr and Coleg Ceredigion are committed to informing and providing all learners with a fair and transparent assessment process. Learners will be informed of both the academic appeals and assessment process at the outset of their programme of study and an assessment plan will be shared with the learner at the commencement of and throughout the course when appropriate.

In the event of a learner being dissatisfied with an assessment outcome or grade for internally assessed work, the regulations and the procedures below apply.

All stages of the procedure must be clearly documented showing realistic timescales and outcomes.

Regulations relating to academic appeals

1. A learner who has received an assessment outcome/grade for work and wishes to challenge that assessment outcome/grade can do so if he/she believes that:
 - It has not been marked according to the pre-agreed criteria;
 - There has been some discrimination in arriving at the assessment outcome/grade on personal grounds;
 - Work has not been set, marked and returned within the agreed timescale for the course;
 - The conduct of the assessment has not been fair;
 - The adequacy of the opportunities offered in order to demonstrate competency or achievement have been limited to the extent that an unfair outcome was arrived at;
 - The first step should be a discussion between the learner and lecturer/ tutor concerned, which should take place within 5 working days of the assessment decision being returned. The purpose of this discussion will be to achieve an early resolution to the issue/s raised by the learner if possible.
 - In the case of an NVQ programme, if the issue has not been resolved with the assessor, the learner should discuss the issue with the named Internal Quality Assurer within a further period of 5 working days.
 - If the learner remains dissatisfied with the outcome of this discussion then s(he) should discuss the matter further with a member of the Curriculum Area/Faculty

Management Team as soon as is practicably possible but within a 10 working day period of the meeting with the tutor/lecturer.

2. If there is still no satisfactory or acceptable resolution to the issue/s raised then the member of the Curriculum Area/Faculty Management Team concerned should inform the learner of the procedure for applying in writing to the Director of Learner Support outlining his/her complaint. The Director of Learner Support will arrange to meet with the learner and the member of the Curriculum Area/Faculty Management Team concerned within a mutually agreed timescale but not in excess of 10 working days of the written request. The learner may bring with them a friend, a parent or guardian, employer or representative of the Students' Union to that meeting.
3. If the issue/s remains unresolved after the stages in points 1 and 2 above, and the learner wishes to pursue an appeal further, then they shall inform the Assistant Principal for Teaching, Learning Quality within 5 working days of their meeting. The Assistant Principal for Teaching, Learning and Quality will notify the Principal who will within 10 working days set up a meeting of the Appeals Panel.

Procedures of the appeals panel

1. Following the procedures outlined in Paragraphs 1-3 above, the Principal will convene a meeting of the Appeals Panel and circulate to the members' details of the piece of assessed work under dispute. The learner will be notified not less than 5 working days in advance of the date, time and location of the meeting and must indicate to the Principal's office his/her intention to attend.
2. The composition of the panel will be as follows:-
 - The Principal or another Senior Manager not previously involved (Chair);
 - A member of the Curriculum Area/Faculty Management Team but not the one involved in paragraph (2);
 - A student representative; and
 - An Internal Quality Assurer, if appropriate.

Panel procedures:-

- The panel shall first hear from the learner or his/her representative as to the nature of the appeal.
- The panel may then hear from any other person it deems appropriate.
- Only the chair may call any additional relevant contributors.
- The decision of the Chair on any matter of procedure will be final.
- The Chair may adjourn the meeting to enable steps to be taken towards clarifying a disputed point of fact material to the appeal or the original issue/s raised and form part of the appeal.

The Chair may decide to elicit the views of the external verifier/quality assurer, assessor or moderator, if these have been previously involved in earlier stages of the process.

A decision will be reached by the panel with no other person/s present. In reaching a decision the panel shall attempt to act in the best interests of the learner concerned

as well as ensuring that the academic standards of the College's programmes of study are maintained. Decisions of the panel shall be communicated to the learner, the tutor, the Curriculum Area Head, Faculty Director and the Director of Learner Support in writing within 24 hours of the meeting.

All Students also have the right to appeal to Awarding Organisations

If a head of centre or private candidate is dissatisfied with examination results and has reasons to suspect they may not be accurate, the first step to take is to make an enquiry about results. Full details of enquiries about results services are given in the JCQ publication Post-Results Services – Information and guidance to centres - <http://www.jcq.org.uk/exams-office/post-results-services>

Your rights and responsibilities as a student

Your “rights and responsibilities” set out what you can expect from the college and what the college expects of you. The rules and policies are intended to help you make the most of your time in college and to make sure everyone has the chance to achieve and do their best.

Student entitlement

Being a student of the College will entitle you to:

1. Physical access to the Campus, appropriate buildings, teaching and social areas;
2. Accurate information and competent guidance to enable you to choose a course which is appropriate to your needs;
3. A wide choice of courses which are relevant to local, national and international needs;
4. An assessment and accreditation of prior learning, where appropriate;
5. Suitably qualified and experienced teaching and support staff;
6. A pleasant and productive learning environment;
7. Access to a full range of teaching, learning and student support services;
8. Regular assessment and feedback on progress;
9. An opportunity to tell the College what you think of your experience at the college and to suggest improvements to your course either personally or through a student representative;
10. Further Careers Guidance as required, following completion of your course/programme

While the College will strive to perform in accordance with the Student Entitlement the commitments contained in it are expressions of intent but not legally binding obligations

Activity

Look at the list of entitlements (1 to 10) above and choose 3 that you think are most important.

Write down why the entitlement is important to you.

Entitlement No	Reason why you think it is important

Here are some practical suggestions that might help you to successfully complete your programme of study.

- Always carry a diary or enter information onto an e-diary so you know what course work dates are and when assignment hand in dates are etc. This will help you to keep track of deadlines.
- Try to plan ahead. If you know a busy time is coming up on your course or at your place of work, plan ahead as much as possible and try to move things around to create a balance.
- Employers will be more sympathetic if you advise them as soon as you can that you can't work, and if you are able to suggest practical solutions and take responsibility for the change in rota they will think this is good.
- If you are struggling, seek advice and support as early as you can from your course tutor and training adviser. Sometimes coursework deadlines can be extended in exceptional circumstances.
- Don't forget to give yourself time to unwind and relax after work or study. Don't, for example, cut something out because you don't feel you have the time to fit it in. You will resent the fact that you can't do this activity and either your work or your job will suffer.
- Try to stick to structured work patterns so that you know when you will be working.
- Be realistic about what you can fit in. Remember there are only 24 hours in a day. Don't over promise then under deliver.
- Try to cut back on part time work before and during exam times. Work might provide you with a welcome relief from your study but try to organise some time off before exams and try not to agree to extra shifts or overtime at this time.
- Don't skip lectures to work - missing classes and submitting work late or of poor quality will seriously affect your results.
- Remember to talk about how you managed your time while working and studying at job interviews. Employers will be impressed to hear how you achieved this and it can demonstrate your organisational and time management skills.

Your career and Job Choices

You may already have made a career choice or have an idea of the kind of job you would like to do when you leave college. If this is the case then you need to be sure that you have thought things through.

If you are not sure what you want to do in the future, thinking about the factors that are likely to influence your choice of job or career may help you make up your mind about the type of work you might like.

What the College expects from you

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

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

The main Code of Conduct is set out below.

Student code of conduct

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

Learning and Working

You are expected to:

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

Behaviour

You are expected to:

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

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

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

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

The disciplinary process consists of the following levels:

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

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

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

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

Signature: _____

Date: _____

How to contact the Learner Support Team

Campus	Name	Title	Tel.	E mail
All campuses	Julia Green	Assistant Director of Learner Support		Julia.green@colegsirgar.ac.uk
	Matthew Morgan	Learner mentor		Matthew.morgan@colegsirgar.ac.uk

Absence and attendance in College

If you can't come to college it is important that you contact the college and your training adviser to let us know you won't be in. If you have an appointment at the hospital or dentist you should let your training adviser know as soon as possible.

The college has an **Attendance Policy**

1. Attendance

All learners are required to attend **all** of their timetabled classes unless their absence is authorised or unforeseen.

Non-notified absence is unacceptable and may lead to disciplinary action being taken by the College.

(i) **Authorised Absence:**

The following is a list of absences that the College defines as 'authorised'. The learner **must** inform their Training adviser and subject tutor(s) in advance of the 'authorised' absence:

- A medical or similar appointment that cannot normally be arranged outside College hours (this does not include routine dentist or optician's appointments or regular appointments with a counsellor or social worker);
- A religious holiday (up to 1 day) provided that this has been agreed in advance with the personal tutor;
- A visit to a university to attend an open day or interview or a career related interview;
- A need to look after a family member or other person for whom the learner acts as a personal carer, but not on a regular basis (where this is regularly affecting studies, staff should discuss with the learner ways to address the issue and, if appropriate, make changes to the learning plan);

- A non-college special activity such as participating in drama, music or sport or volunteering. The College will only agree absences for events that reflect a significant level of achievement, for example a national or regional event;
- Attendance at a probation or court meeting;
- Attendance at the funeral of a close family member;
- A driving test;
- Attendance at Governors / course representative meetings;
- Family holidays (only in exceptional circumstances and must be agreed in advance by a member of the Curriculum Area Management team);
- Study based work experience or work placement

(ii) Non - authorised Absence:

The following is a list of absences that the College defines as 'non -authorised'.

- work, either part or full – time;
- leisure activities;
- birthdays or similar celebrations;
- babysitting or looking after brothers and sisters;
- shopping;
- driving lessons.

(iii) Unforeseen Absence

If a learner is absent and it is unforeseen, they should: -

- telephone their College campus office and their training adviser before 10.00 am on the day of absence and give a reason for the absence (this phone number will be provided at Induction);
- provide evidence, if authorised or unforeseen, for their absence on their return to College.

2. Monitoring attendance and investigating issues

All learners are required to attend all of their timetabled classes unless their absence is authorised or unforeseen. If the attendance of a learner falls **below 92%** on a course then an investigation may be undertaken by the course leader and your training adviser or member of the Curriculum Area Management Team.

Depending on the outcome of the investigation, the College disciplinary procedure may be applied by a member of the Curriculum Area Management Team. In exceptional cases, an interim target of below 92% may be set for individual learners by a course team member depending on their personal circumstances.

3. Learner lateness

All learners are required to be punctual for all of their timetabled classes unless their lateness is unavoidable. Avoidable lateness is unacceptable and may lead to disciplinary action being taken.

Lateness is defined as arriving at a timetabled session more than 5 minutes after the scheduled start of that session.

Any learner arriving more than 5 minutes after the start of a timetabled session will be marked as late in the register.

Lecturers should not refuse entry to learners who are late.

Learners will be expected to account for their lateness and where such account is not forthcoming, the lecturer will seek an appropriate moment to discuss reasons for lateness with the learner. This must be carried out with appropriate sensitivity and must respect a learner's right to confidentiality and privacy.

Where a learner is persistently late, the College disciplinary procedures will be instigated. Where the reason for their lateness is beyond a learner's control, lecturers must identify what, if any, adjustments can be made to either timetables or lesson plans to ensure the learner is not disadvantaged.

Activity

1. Write down why it is important to let your tutor/training adviser know if you are going to be absent from college:

2. Why do you think regular attendance and punctuality are important?



Keeping you safe and well

The 1974 Health and Safety at Work Act.

This Act places responsibilities on both the employer and employee and as an employee you have legal duties to;

- Take reasonable care of yourself and others by what you do or not do
- Co-operate with your employer on health and safety matters
- Correctly use work items provided by your employer. (PPE)
- Not interfere or misuse anything provided for you H&S
- Failure to adhere to the above may result in **Prosecution**
- As a learner on Foundation Apprenticeship, Apprenticeship and Higher Apprenticeship. You are classed as Employed.

Personal protective equipment

You must wear appropriate PPE as supplied by your Employer as he/she is required by law to provide this

Fire procedures

Each company will have its own Fire Procedure, which must be displayed on notice boards.

Action on discovering a fire

- Raise the alarm by breaking the glass at call point
- Contact Tutor if in College/Supervisor to call Fire Brigade

Action on hearing the alarm

- Evacuate the building to the assembly point (Nearest Exit)
- Leave belongings in the building
- Report to the fire marshal at assembly point
- Do not re-enter until told to do so by a fire marshal

Safety Signs



Prohibition
(You must not, do not, Stop)



Safe Condition
(Where to go in an emergency)



You must do
(Carry out the instruction on the sign)



Warning
(Caution, Risk of Danger/ Hazard)

Manual handling

- Assess (How would you assess?)
- Plan (Where you'll grip, where it's going)
- Feet position close to the load
- Squat, back straight, knees bent
- Grab firmly where planned
- Stand up slowly using leg power with load close to body
- Do not twist body while carrying
- Put load down smoothly again using leg power.



First aid

First Aid/ First Aiders

- Location of the first aid room or first aid box is normally posted on Notice Boards and employees are usually shown at the workplace induction. Sometimes these First Aid Boxes will be kept in Vehicles
- Names and photos of qualified first aiders are usually displayed on notice boards.
- If not sure of above you must ask

Accident reporting

- All accidents must be reported to your supervisor or a first aider. Serious accidents need to be reported to your Training Advisor
- The accident no matter how small should be recorded on a company document
- Near misses **must** also be reported
- Note! Information entered on an accident book is covered by the DATA PROTECTION ACT.
- You must ask your Employer on the RIDDOR Reporting Requirements.

Keeping yourself safe at College

The college takes the health and safety of its learners, staff, visitors and environment very seriously. When you are in college you will be expected to play your part in keeping the college welcoming and safe for everyone.

The college will do its best to ensure that you can study in a healthy and safe environment. However **you** also have a responsibility to take reasonable care, not only for yourself but also for others whilst you are in college. This is not just a college rule; it is a legal requirement as stated in the *Health and Safety at Work Act 1974*. This means that you should not behave in a way that might put you or others at risk and that you should report anything you consider might be hazardous to others. Many courses will have a subject specific Health and Safety talk during tutorial and you will also hear more about how important this part of college life is during your Student Services Induction talk.

Health & safety in the college

Answer the following questions so that you can start to become aware of who can help you and where you can go to find help in the case of accidents and emergencies.

1. Where can you go to get the help of a First Aider in college?
 2. Why Health and Safety in a college is important. Write down FOUR things relating to Health and Safety and the course that you are on:
 - a)
 - b)
 - c)
 - d)
 3. The college has lots of courses that require learners to use protective clothing and equipment. Can you think of 2 courses that might mean you have to wear specialist clothing or use specialist equipment (you can look through the college prospectus on the internet to help you). Could you identify what protective clothing they need and explain why it is essential?
-
-

4. Can you think of a place you go on your course within College where you have to observe Health and Safety rules?

5. Write down what you think you should do if...

- a) Someone has spilled a cup of hot coffee on the stairs.

- b) You come across someone behaving violently towards another student.

- c) You are aware that someone in your group is being bullied.

- d) During the first few weeks of term you will probably take part in a fire evacuation exercise. Explain what you should do when the fire alarm sounds, starting from the room where you are at this moment.



**LEARNER VOICE – HAVING YOUR SAY
YOUR OPINIONS ARE IMPORTANT**

Learner Voice activities

Your view through learner voice

One of your rights at college is the right to be heard and to make suggestions as to how we can improve.

We want to give you as many opportunities as possible to “have your say” about your time in college.

The consortium will send out e mails to all learners during their time on programme via e mail to get your valued views about your training and programme and also links within E track will appear throughout your programme to get your valuable feedback.

The sections below explain how you can let us know of any concerns you may have about the college.

Your views

IMPROVING COLLEGE SERVICES

- Your compliments, complaints and comments provide useful feedback and help us to improve what we do. We will log your communication to help us monitor our service.
- Compliments let us know when you are happy with a college service and tell us when something is working well. We can then share this good practice with other services. Comments provide ideas on how we can improve a service or save money.
- Complaints tell us when you are not happy with a service and this gives us the opportunity to put things right.

How to make a compliment, comment or complaint

- If the issue is of a minor nature, you may wish to address the member of staff or student concerned. Remember to be polite. Your training adviser can advise you how best to proceed.
- Alternatively, you can fill in the on-line form. This can be found on the internet site www.colegsirgar.ac.uk or the college intranet.
- You can also make a complaint, comment or compliment in person, in writing, over the telephone or by e-mail.
- If you can't do this yourself ask someone to do it for you, such as a relative or friend.

Who to contact

- If you want to make a compliment, comment or complaint, please contact Learner Support. You can reach them at:

Learner Support, Graig Campus, Sandy Road, Llanelli, SA15 4DN.

Tel: 01554 748112 Fax: 01554 748170

E-mail: feedback@colegsirgar.ac.uk

About complaints

- If you complain in person or over the telephone we will try to resolve the problem immediately.

Learner reps and learner panels

You will also have a chance to “have your say” through the election of a “learner rep” for each course who will attend Learner Panel meetings on each campus. The Learner Panels are meetings held between representatives of each course and college management and they are your chance to raise any issues. Reports from the meetings are taken to the Principal and Senior Management as well as to the Corporate Board.

Learners are also represented on the Corporate Board through the Learners Union – so you are able to “have your say” at the highest level.

Our target response times

- We will contact you within 5 working days of receiving your complaint. Our response will usually deal with the matter.
- If we need more time to investigate, we will explain why and aim to respond within 10 working days of receiving your complaint.
- If we need more information from you, we will then reply within 10 working days of receiving this.
- If we cannot respond within the time scales above, we will tell you the reason for the delay and when you can expect our response.

If you are not satisfied with our reply

- You can write to the Principal and ask for the matter to be investigated. (Graig Campus, Sandy Road, Llanelli. SA15 4DN)
- If you are still not satisfied you can write to the Chair of Directors. (Graig Campus, Sandy Road, Llanelli. SA15 4DN)
- If you feel that any concern raised has not been dealt with, once Coleg Sir Gâr processes have been followed, you have the right to contact B-wbl Consortium for further assistance. Please contact the Consortium Manager on 01437 753177.

- In the unlikely event that the problem has still not been resolved to your satisfaction you can discuss the problem with DfES or contact the Welsh Government .

Activity

After reading the information on “Your Views” answer the following questions:

Who would you contact to make a complaint, comment or compliment?

What is the email address?

What is the usual timescale for responding to complaints?



Your Well Being at Coleg Sir Gar and Coleg Ceredigion

Coleg Sir Gar and Coleg Ceredigion are committed to supporting the well being of its learners. People face problems throughout their life and coming to college and starting on a new programme of learning is no exception.

Everyone has problems to deal with at some time or another. Often a problem can be made easier or solved if you know where to go and who to ask for help.

During your time in Coleg Sir Gâr or Coleg Ceredigion you may need help with your learning or you may need help with personal problems that affect you in college.

The Learner Support team at the college are here to help and support you.

During the first few weeks of college you will have an opportunity to attend a Learner Support talk on your campus which will inform you about the help and support that is available at Coleg Sir Gâr and Coleg Ceredigion and on your campus.

This section of the induction booklet will help you find out about the different kinds of help available to you and how to use them.

It will also help you understand how important it is that you ask for help and that you use the help available, rather than struggle with any problems on your own.

Who can help with your learning and college work?

It is the job of some members of the Learner Support Team to help learners with their learning and college work. Some staff work with learners on a 1: 1 basis and others work in class with learners on a specific course. The support offered by the team is meant to help each student achieve the best that they are capable of.

Learning Support Lecturers

Learning Support Lecturers have the training, qualifications and experience to assess and support learners who have a Specific Learning Difficulty (SpLD) such as Dyslexia, Dyspraxia, or Aspergers Syndrome.

If you know that you have a Specific Learning Difficulty it is important that you tell your training adviser and arrange to see someone from the Learner Support team so that you can find out about the support available to you.

If you or your tutors think you may have a Specific Learning Difficulty, but are not sure, arrangements can be made for you see a Learning Support Lecturer who will help you find out what support you need so that you will be able to cope with your college work more easily.

Learning Support Lecturers help learners who have Specific Learning Difficulties by teaching them ways to cope with the things they may find difficult such as remembering things, being organised or spelling.

Learning Support Lecturers may also work with learners who do not have a Specific Learning Difficulty. They can help learners who need support with general study skills such as research methods, report writing and examination techniques.

If during your time at Coleg Sir Gâr or Coleg Ceredigion you feel that you are struggling with any aspect of your learning you should let your training adviser or Learning Support Lecturers on your campus know, and will be able to offer some support.

Learning Support Assistants (LSAs)

The job of a Learning Support Assistant (LSA) is to work in class with learners who have additional learning needs either because they have a learning difficulty or because they have a disability.

Some LSAs work in class to offer general support to a group of learners while other LSAs will work with a student on a 1:1 basis because that student needs additional support due to a particular need i.e. the student has a disability or specific learning difficulty.

What can an LSA do to help with your learning or college work?

An LSA can help learners

- Feel more confident about learning
- Be more organised
- Develop good research techniques
- Understand instructions
- Improve their spelling and grammar by proofreading work
- Become more independent in their learning

Your support needs

It is important that your training adviser, tutors and the Learner Support team know about your support needs.

In order to help us please answer the questions below.

Do not worry if you answer 'yes' to any of the questions. It means that your training adviser, tutor or a member of the Learner Support team will talk to you about your needs and the college will offer you the support you need so that you can get on with your studies without worrying.

	Yes	No
Did you have a statement of special education need at school?		
Have you ever had an assessment for dyslexia?		
Were you given any special arrangements (e.g. extra time) to complete exams?		
Did you have any kind of help due to a disability or learning difficulty at school?		
Did you have any extra equipment e.g. laptop / computer software because of an additional need at school?		
Do you have difficulty in moving around the college due to a disability?		
Do you have a physical disability or condition that you would like us to be aware of?		
Do you have any mental health difficulties you would like us to be aware of?		

College counsellor

The college provides a counselling service so that one-to-one support is available for learners who experience personal difficulties during their time here. In counselling, learners can talk in confidence to someone who is trained to listen and help them make sense of their particular situation.

If you make an appointment to see the college counsellor you can expect the following things:

Confidentiality and support
 To be listened to and not judged
 Help to sort out your problems and find your own solutions
 To go at your own pace
 The chance to seek other help if you need it

1. What is the name of the college counsellor?

2. List two ways that you can you make an appointment to see the college counsellor.



The advertisement features the Coleg Sirgâr logo at the top left, which consists of a shield with a cross and four quadrants. To the right of the logo, the text "colegsirgâr" is written in a lowercase, sans-serif font. Below this, the Welsh text "Llawrwythwch yr App Cefnogi Dysgwyr newydd" is displayed, followed by the English translation "Download the new Learner Support App". The central image shows a hand holding a smartphone that displays the app's interface, which includes a grid of icons for various services. To the right of the phone is a square QR code. At the bottom right, a URL is provided: <http://apps.appshed.com/299263/>.

colegsirgâr

Llawrwythwch yr
App Cefnogi Dysgwyr newydd

Download the new
Learner Support App



<http://apps.appshed.com/299263/>

Respect, Equality and Diversity



Our Respect campaign is aimed at making the college a better place for everyone.

One of the aims of the campaign is to highlight our commitment to promoting greater **equality and diversity**.

Equality – is about making sure everyone is treated fairly and equally and that people are not treated less favourably because of their race, gender, disability, religion, sexual orientation, age, etc.

Diversity – is about accepting, respecting and valuing people's differences.

We promote greater equality and diversity because we believe that everyone has a part to play in college and the wider community and that we all have something to contribute.

We also all have a legal duty to make sure we do not discriminate. All documents within Coleg Sir Gâr and Coleg Ceredigion are produced Bi-Lingually.

Challenging perceptions

The demographics in Britain are rapidly changing. It has become a more racially and ethnically diverse society, with an increasing number of citizens over the age of 50, more women and racial minorities entering the labour market and changes to the traditional family structure.

Problems that should be tackled

- Homophobic, Racist and sexist language in the workplace
- Unprofessional behaviour in the workplace
- Harassment, discrimination and oppressive work environments
- Set ideas about what women and other disadvantaged groups can contribute in the workplace.

Key messages of equality

- Everyone has the right to be respected and listened to
- There are some groups of people, or individuals who tend not to be treated fairly
- How we express ourselves and carry out our business can sometimes offend others
- We all make assumptions which need to be looked at
- Discrimination can take many forms, and have many targets
- Unfair discrimination is illegal.

If you want to tell us about any ideas or concerns you have relating to respect, equality and diversity you can email us at:

Respect@colegsirgar.ac.uk

You can also contact us using the Learner Voice systems that are described above.

We want a college that is free from all forms of bullying and discrimination:

Respect is...saying no to sexist and racist comments and actions

Respect is...saying no to all forms of homophobic bullying

Respect is...saying no to bullying and teasing of people with disabilities

Anti bullying policy

The college takes a very strong stand against any form of bullying and we have an Anti-Bullying Policy which is available on the intranet, college libraries or from Learner Support.

One of the most important messages in the Anti-Bullying policy is that if you feel you are being bullied **TELL SOMEONE**. This might be a tutor, your training advisor, your employer, friend or member of the Learner Support team

We also urge everyone to take responsibility for making sure that bullying is challenged. If you see bullying take place **TELL SOMEONE** – again you can tell a tutor, your training adviser, your employer or a member of the Learner Support team.

We all have the right to enjoy our time in college and to be safe. Bullying can destroy the lives of those affected and we all have a responsibility to tackle it.

Our bullying policy covers all sorts of bullying type behaviour – including name calling and teasing – and including “cyber bullying” where the bullying is carried out using texting, Facebook or any other technology.

ACTIVITY

Write down 3 reasons why you think bullying should be tackled in college:

1.

2.

3.

Equal opportunities

Equal Opportunities is about the elimination of unlawful and unfair discrimination against particular groups (eg people from ethnic minorities, people with disabilities, people with different religions, gay people and women).

Although it can be difficult it is important to stick up for your equal opportunities. Any kind of discrimination should not be tolerated and the more you speak out, the more the message will be heard.

The first step is to identify that you are being discriminated against and not try to make excuses for the behaviour.

Then you need to keep a record of what has been happening and take the appropriate action, either within your company or externally. Follow our checklist to help.

Are you Facing Discrimination?

Direct

Direct discrimination is the easiest form to detect. It is when a colleague or manager states, either to your face or in a job advert or written communication, you cannot do the job because of your gender, age, race, religion or disability.

Indirect

Indirect discrimination is a bit more subtle but just as damaging. If you are prevented from doing your job because the circumstances are made too difficult due to your gender, race, region, age or disability then you are facing indirect discrimination. Some people think they can get away with this and make excuses but it is just as serious.

If you feel that you are being discriminated against, tell your training adviser.

Safeguarding

Coleg Sir Gâr and Coleg Ceredigion wish to ensure that all our learners have a safe and stimulating environment in which they can fulfil their potential and we wish to safeguard the welfare of our vulnerable adult learners.

Your safeguarding officers are:
Coleg Ceredigion

Aberystwyth – Ffion Evans – ffion.evans@ceredigion.ac.uk
Cardigan – Meinir Lewis – meinir.lewis@ceredigion.ac.uk

Coleg Sir Gar

Julia Green	julia.green@colegsirgar.ac.uk
Jamie Davies	jamie.davies@colegsirgar.ac.uk
Matthew Morgan	matthew.morgan@colegsirgar.ac.uk

If you have any concerns whether in college or work placement, please speak with your training adviser.

Cultural diversity

In recent years, much has been made of 'cultural diversity' in Britain. At both local and national levels of government, 'cultural diversity' has become a defining element of social inclusion and the means by which Britain declares itself to be tolerant multicultural society.

Cultural diversity can help to define groups of similar backgrounds or interests. An awareness of cultural diversity when dealing with human resource of a business enables

the interaction to be positive for both parties and assists with recruitment, development and retention of staff as the population profile changes.

Sustainability and global citizenship at Coleg Sir Gâr and Coleg Ceredigion

What is sustainability?

Sustainability means living in a way that can be continued – a way that does not mess up the future.

At Coleg Sir Gâr you will be asked to help keep your college sustainable by thinking about how you use things like paper and electricity and helping with recycling.

Some things that you can do when you are in college to help...

Switch off things that aren't being used

Computers are switched off automatically after a period of inactivity but it is even better to switch them off as soon as you have stopped using them. Printers go into *sleep mode* when not used but it is much better to switch them off at the end of the working session, especially on a Friday!

Think before you print

Do you really need to print at all? Have you spell-checked and used print-preview to avoid mistakes and the need to print your work out again? Make sure you check the amount of pages you are printing from the Internet as sometimes you think you are printing one page but it ends up being several pages long.

Recycle whenever possible

Computer rooms have plastic bags for paper recycling. You can ask for extra supplies of recycling bags from Reception desks at each site. The canteen areas will also provide recycle bins for empty plastic bottles – make sure that you are putting the right waste into the right bin! If you put non-recyclable waste going into recycling bins this means the whole lot will be dumped in landfill so none of the waste will get recycled at all.

Global Citizenship

Everyone should be recognised as being a citizen, in a variety of senses from birth. Citizenship is about making informed choices and decisions, and about taking action, individually and as part of collective processes. Being a citizen is, therefore, closely bound up with multiple roles that individuals have in society – as producers or consumers of goods and services, as contributors to economic and cultural development.

Global citizenship means that we;

- Are aware of the wider world and have a sense of our role as a citizen of that world
- Respect and value diversity
- Understand how the world works economically, politically, socially, culturally, technologically and environmentally.
- Are aware of and will act against unfairness
- Participate in and contribute to the community at a range of levels from local to global
- Are willing to act to make the world a fairer and more sustainable place
- Take responsibility for our own actions.

What is Terrorism, Extremism, Radicalisation and Prevent?

Terrorism has been defined as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Extremism is the vocal or active opposition to fundamental British Values, including democracy, the rule of Law, individual liberty and mutual respect and tolerance of different faiths and beliefs. This also includes calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation is the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Prevent is a Government policy which requires colleges, schools and other public bodies to share the responsibility for preventing people from being drawn into terrorism. From 2015 all schools, child care providers, colleges and other further education providers are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015, to have “due regard to the need to prevent people from being drawn into terrorism”. This is known as the Prevent duty.

Schools and colleges are also expected to build learners’ resilience to radicalisation by promoting British Values and, by discussing these issues, enabling them to challenge extremist views.

What you should do if you suspect someone is being radicalised or is involved in Extremism?

Report it to someone, a manager at work, a tutor, training adviser, assessor, a parent or relative or even speak to your local police about your concerns.

Anti-Terrorist hotline – 0800 789 321

Forms of Abuse

Abuse can mean a lot of different things such as neglect, physical, emotional or sexual abuse. It is not always easy to know if you or someone you know is being abused, but the important thing to remember is that no-one has the right to hurt you or make you do anything that feels wrong.

- Neglect means not being looked after properly
- Physical abuse is when someone deliberately hurts or injures you
- Bullying
- Emotional abuse
- Sexual abuse

Cyber Bullying and being safe on line

Facebook, Twitter, Instagram and the internet are great ways to connect with your friends, family and learn new things. It is also important to stay safe and make sure you do not share things that could put you in danger. If you are worried about how much of your life is online you can take steps to be safer. Here are some top tips to keep you safe online, free from cyber bullying, online grooming and sexting:

- Be careful what you share online
- Think before you post
- Be careful who you chat to
- Never share or reveal your passwords

British Values

British Values underpin what it is to be a citizen in a modern and diverse society that is Great Britain. British Values are defined as including:

- ❖ *Democracy – your opinion counts*
- ❖ *the rule of Law – no one is above the law, Law protects everyone innocent until proven guilty*
- ❖ *individual liberty – freedom of speech*
- ❖ *mutual respect and tolerance – all backgrounds and cultures, all ages, all genders and sexuality, religion and beliefs.*

It is the role of Coleg Sir Gar and Coleg Ceredigion to promote British Values throughout your WBL programme and to encourage learners to respect other people

Quiz:

1. What are the 4 British values?

- ☐ Democracy, Rule of Law, friendship, Togetherness?
- ☐ Democracy, Rule of Law, Individual Liberty, Mutual Respect?
- ☐ Money, Rule of Law, Social Class and Tolerance?
- ☐ Tolerance, Individual Liberty, Honesty, Family?

2. What is meant by Democracy?

- ☐ Everyone is treated the same
- ☐ Freedom to do what you want
- ☐ Freedom of speech and equality between people
- ☐ No freedom of speech

3. What does Individual Liberty mean?

- ☐ Following Orders and not expressing yourself too much
- ☐ Understanding the importance of following laws
- ☐ Tolerating other people's beliefs
- ☐ Having the right to act, believe and express yourself

4. What is Rule of Law?

- ☐ Understanding the importance of Laws
- ☐ Understanding the consequences of breaking the law
- ☐ Understanding your rights and responsibilities
- ☐ All of the above

5. What is Mutual respect and tolerance of others?

- ☐ Tolerating people even if they are annoying
- ☐ Respecting people & their beliefs even if they're different
- ☐ Respecting other people's genders and sexuality
- ☐ All of the above

6. The holding of RADICAL political or religious views is known as?

- ☐ Terrorism
- ☐ Extremism
- ☐ Racism
- ☐ Fascism

7. Those who are most vulnerable to radicalisation are often?

- ☐ Poor
- ☐ Young
- ☐ Old
- ☐ Female

8. What are the signs that someone might be at risk of radicalisation?

- ☐ Happy
- ☐ Sad
- ☐ Loud
- ☐ Secretive

9. If you think someone is showing odd behaviour or being groomed you should..

- ☐ Ignore them
- ☐ Confront them
- ☐ Report it to a member of staff
- ☐ Stay away from them

It is about tackling the threat of **EXTREMISM** by raising awareness. Prevent is part of the Government's terrorism strategy to safeguard people and communities from any **THREATS**.

As of September 2018, 224 people are in custody in Britain for terrorism related offences, a 5% increase. In 2017/18, 17 terrorist plots were foiled by intelligence services

Why me?

Safeguarding is about keeping everyone safe. We have a responsibility and it is the law under the **Security and Counter Terrorism Act 2015**

Prevent is about engaging in discussion and questioning about **EXTREMISM** and how we can help. Safe spaces enable everyone to take part and respect each other's views around race, religion, gender and sexual orientation.

RADICALISATION is the way in which extremists get others to join them.

EXTREMISM vocal or active opposition to our British Values.

TERRORISM the unlawful use of violence and intimidation against civilians, in the pursuit of political aims.

Knowing how to stay safe online is vital.
Radicalisation often takes place online.



Gaiting

Who are you talking to

Not to give personal information

Protect your online reputation

How and where to find help

Not everything online is true

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect and Tolerance

Anyone can be vulnerable at difficult times in their lives. People at risk are:

- those at risk of homelessness
- those on low or no income
- those at risk of being evicted
- those at risk of losing their jobs
- those at risk of losing their homes
- those at risk of losing their families
- those at risk of losing their health
- those at risk of losing their lives

Anyone can be vulnerable at difficult times in their lives. **Feeling at risk?**

- respect for knowledge
- have no one to learn
- have no sense of belonging
- have a grievance
- be poor and old
- be homeless
- have suffered trauma
- See below

TWITTER HAS
SUSPENDED MORE
THAN
1.2 BILLION
ACCOUNTS
GLOBALLY SINCE
AUGUST 2015 TO
THE END OF 2017
FOR "TERRORIST
CONTENT"

- **WHO** wrote it?
- **WHERE** did it come from?
- Are there other views?
- Always asking **WHY**?

RUN HIDE TELL



**TERROR
IN THE
UK
NOW**

Extreme Islamist groups
ISIS, Al Qaeda and other
groups

Extreme Far Right
linked to nazi and neo nazi
beliefs e.g National Action,
Britain First and includes
racism, fascism, Islamophobia
and Antisemitism

[illegible]

38% increase
In the UK, the number of far-right terrorists arrested has more than tripled since 2016

British Citizens have travelled to Syria and Iraq to join ISIS and other groups. 400 returned; 10 were prosecuted

If you hear or see something that could be terror related call the police hotline on 0800 789 321. If it is someone in your community call your local force on 101.

Safeguarding/Prevent lead

**Pethau pwysig i
wybod..**

RADICALLEIDDIO yw'r ffordd y mae eithafwyr yn cael eraill i ymuno â nhw.

GWRTHWYNEBIAD lleislol neu weithredol eithafol i'n Gwerthoedd Prydeinig.

TERFYSGAETH y defnydd anghyfreithlon o drais a bygythiad yn erbyn sifiliad, wrth anelu at nodau gwleidyddol.

Cadw'n Seiberddiogel

Cyfrngau ymdeithasol	Print / e-mag	Hapchwarae
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Yr hyn y mae angen i chi wybod...

Gyda phwy ydych chi'n siarad
Peidio â rhoi gwybodaeth bersonol
Gwarchod eich enw da ar-lein
Sut a ble i ddod o hyd i help
Nid yw popeth ar-lein yn well

VALUES Best Citizenship Guide Values Education Culture Liberty Choice Faith Law Medicine British Citizenship Liberty Pleasant	CULTURE Culture Values Education Liberty Choice Faith Law Medicine British Citizenship Liberty Pleasant	EDUCATION Education Values Culture Liberty Choice Faith Law Medicine British Citizenship Liberty Pleasant
MEDICINE Medicine Values Culture Liberty Choice Faith Law Education British Citizenship Liberty Pleasant	FAITH Faith Values Culture Liberty Choice Education Law Medicine British Citizenship Liberty Pleasant	LAW Law Values Culture Liberty Choice Faith Education Medicine British Citizenship Liberty Pleasant
CHOICE Choice Values Culture Liberty Education Faith Law Medicine British Citizenship Liberty Pleasant	MULTICULTURALISM Multiculturalism Values Culture Liberty Education Faith Law Medicine British Citizenship Liberty Pleasant	BRITISH British Values Culture Liberty Education Faith Law Medicine Citizenship Liberty Pleasant

RHWNG CANOL
015 A CHWFROR
2016, FEWNAETH
WITTER WAHARD
PROS 1.2 MILW O
GYFRIFON AR
DRAWS Y BYD A
QEDD YN
GYSYLLTIEDIGA
THERFYSGAETH

[illegible][illegible]

Os ydych chi'n clywed neu'n gweld rhywbeth a allai fod yn destun terfysgaeth, ffoniwch linell gymorth yr heddlu ar 0800 789 321. Os yw'n rhywun yn eich cymuned yna ffoniwch eich heddlu lleol ar 101

Help yn fy narparwr hyfforddiant/ Prevent.....

RUN HIDE TELL

Grŵpiau Islamaidd etholol
ISIS, Al-Qaeda a grŵpiau eraill.

Y Dde Eitholol
Yn cynhyrchuol a chroddau
Nursiaeth a heio-Natciaeth ee
National Actor, Pwydian yn
Cyniat ac mae'n cynnywys
Niaeth, ffasiqweh, isamaetfobia
a gwith-Semiliaeth

- Pwy wnaeth ei ysgrifennu?
- O ble daeth e?
- A oes safbwyntiau eraill ?
- Bob amser yn gofyn **PAM?**

Yn y DU, mae nifer tertfysgwyr y
38%
dde eithaf a arestwyd wedi
mwy na threblu ers 2016

Mae 900+ o ddinasyddion Prydeinig wedi teithio i Syria ac Irac i ymuno ag ISIS a gwipiau eraill. Dychwelodd 400 o'r catoed i eu herlyn



KEEPING YOU HEALTHY

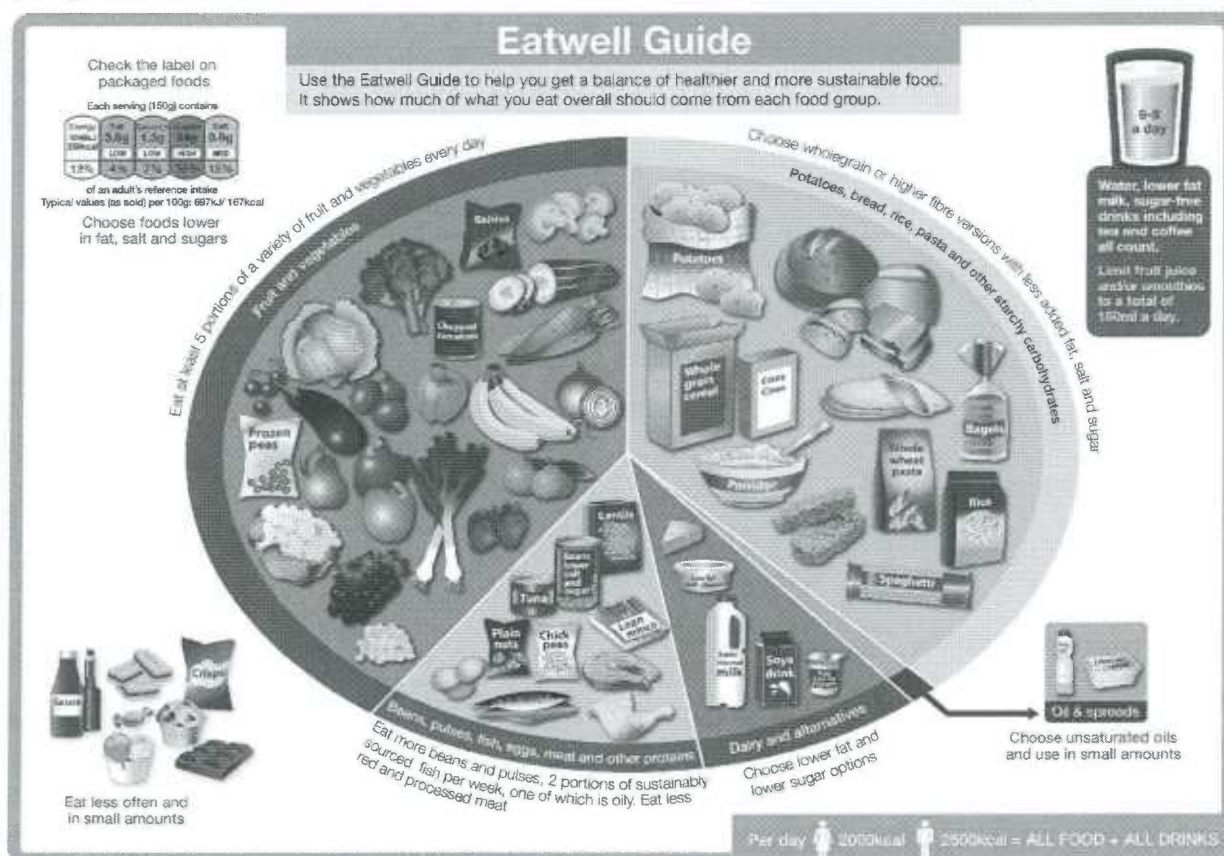
Healthy Eating

It is important to stay healthy and know the right way to treat your body. Staying healthy physically can help you stay healthy emotionally too. If you are eating the right food and keeping fit, your body will be strong and help you to cope with stress and also fight illness.

Eating well and taking regular exercise will also help you stay in good health later in life. Sleeping is also a really important way to stay healthy. Having late nights can leave you feeling tired the next day. It can be difficult, but try to have at least 6-8 hours sleep each night.

Smoking, drinking alcohol and taking drugs can harm your health and cancel out the effects of a good diet and exercise. Doing these things can lower the immune system and cause mental health problems too.

Eating a healthy, balanced diet is an important part of maintaining good health and can help you feel your best. When it comes to a healthy diet balance is the key to getting it right. This means eating a wide variety of foods in the right proportion and consuming the right amount of food and drink to achieve and maintain a healthy body weight.



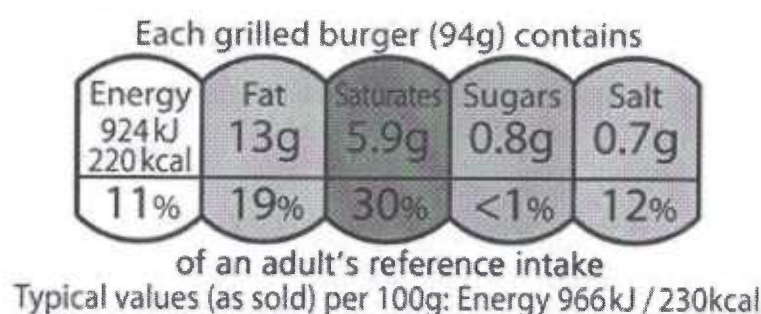
The Eatwell guide shows how much of what we eat overall should come from each group to achieve a healthy balance. The guide divides the food that we eat and drink into 5 main food groups and shows the proportions to have a healthy diet.

It is also important when shopping that we understand what the labels are telling us

Food labelling

Understanding food labels

If you're not sure how much of a food to eat, have a look at the food label. Food labels appear on all packaged foods and drinks.



Look out for the red, amber and green on food labels

Some food labels use red, amber and green colour coding which makes it easier to choose food that is lower in total fat, saturated fat, and sugar and salt. Choose more 'greens' and 'ambers' and fewer 'reds'.

Total fat, saturated fat, and sugar and salt - high or low?

Total fat

- High: more than 17.5g of fat per 100g
- Low: 3g of fat or less per 100g

Saturated fat

- High: more than 5g of saturated fat per 100g
- Low: 1.5g of saturated fat or less per 100g

Sugars

- High: more than 22.5g of total sugars per 100g
- Low: 5g of total sugars or less per 100g

Salt and sodium

Salt is also called sodium chloride. Sometimes, food labels only give the figure for sodium. But there's a simple way to work out how much salt you're eating from the sodium figure: salt = sodium x 2.5.

- High: more than 1.5g salt per 100g (or 0.6g sodium)
- Low: 0.3g salt or less per 100g (or 0.1g sodium)

Reference intakes

Remember to look at the Reference intake information on the label as well, which will appear as a percentage (%). This will tell you what a food or drink contributes to your daily diet. Reference intakes are guidelines about the approximate amount of particular nutrients and energy required for a healthy diet. Because everyone is different, RIs aren't targets, but they do give a useful indication of how a particular nutrient or amount of energy fits into your daily diet.

Top tips

Weekly shop

When food shopping compare the information on the labels and choose the products with fewer calories per portion. You can also do this if you shop online.

Look at the ingredients

Another way to judge how much fat or sugar is in packaged food is to look at the 'ingredients' list. The further down the list it is, the less it contains.

On the go?

If you buy food on the go, or eat out, some restaurants and food outlets are also labelling their food and non-alcoholic drinks, so it's easier to make a choice.

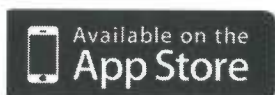
Get the Sugar Smart app today!

Regularly consuming foods and drinks that are high in sugar increase the risk of obesity. Many packaged foods and drinks contain a high amount of sugar.

This App will inform you of how much sugar that there is in particular foods



Get the app	Start scanning	Reveal the sugar
Download the Sugar Smart app	Scan the barcodes on food packaging at home and at the shops	See the number of sugar cubes in everyday food and drink. You'd be surprised just how many there are!



8 tips for eating well

1. Base your meals on starchy foods
2. Eat lots of fruit and veg
3. Eat more fish – including a portion of oily fish each week
4. Cut down on saturated fat and sugar
5. Eat less salt – no more than 6g a day for adults
6. Get active and be a healthy weight
7. Don't get thirsty
8. Don't skip breakfast

Remember fruit juice and/or smoothies should be limited to no more than 150ml per day in total.

Substance Misuse and Addiction

The difference between substance abuse and addiction is very slight. Substance abuse means using an illegal substance or using a legal substance in the wrong way.

You can abuse a drug (or alcohol) without having an addiction. People can get addicted to all sorts of substances. When we think of addiction, we usually think of alcohol or illegal drugs. But people become addicted to medications, cigarettes, even glue! And some substances are more addictive than others.

Drugs like crack or heroin are so addictive that they may only be used once or twice before the user loses control.

Addiction means a person has no control over whether he or she uses a drug or drinks. Someone who is addicted to cocaine has grown so used to the drug that he or she has to have it. Addiction can be physical, psychological, or both.

Many people think they can kick the problem on their own, but that rarely works. Find someone you trust to talk to. If you can't talk to your parents, you may want to approach a relative, doctor, tutor, training assessor or councillor.



BILINGUALISM AT COLLEGE AND THE WORK PLACE

Bilingualism

The Welsh language is used by about 1 in every 5 people in Wales in their everyday lives – whether it be in education, in work or just socialising.

The ability to speak Welsh is becoming more and more important when looking for jobs, so it is increasingly important that learners are able to follow part or all of their course bilingually or through the medium of Welsh.

Being able to speak Welsh will also help you to be able to communicate with prospective colleagues and customers in their own language.

Two Languages – What's The Point?

The majority of people across the world use at least two languages in their everyday lives. What are the advantages of bilingualism?

- **Employability:** bilingualism increases your employability and opens doors to new opportunities in employment.
- **Financial:** bilinguals earn more on average. There is a growing need for bilinguals in media, sales, marketing, tourism, banking, law, education, health, IT, business and many other fields.
- **Curriculum:** bilinguals tend to achieve more in school and college, and are more likely to be able to learn an additional language.
- **Communication:** bilingualism offers the ability to communicate with a wider range of people in a variety of circumstances.
- **Customer Services:** you can make customers' experiences more pleasurable – customers have a greater appreciation of companies that offer language choice.
- **Cultural:** bilingualism opens doors to two different cultures, and bilinguals tend to be more respectful of cultural difference.
- **Cognitive Skills:** bilingualism strengthens the cognitive muscles – bilinguals tend to be more creative, flexible and sensitive, and seem to think more freely and more elaborately, whilst also finding it easier to focus on a range of tasks at the same time.
- **Character Development :** bilingualism seems to raise self-esteem and self-respect, and bilinguals tend to have close links with their heritage.
- **Health:** research shows that bilingualism delays the onset of dementia and other symptoms of Alzheimer's disease.

Yn cefnogi addysg ddwyieithog a chyfrwng Cymraeg yn y sector ôl-14

  Supporting Welsh-medium and bilingual education in the post-14 sector

Sgiliaith

If you are a Welsh speaker how much of the programme are you intending to complete through the medium of Welsh?

Geiriadur yr Academi
The English-Welsh Dictionary
techiaith.bangor.ac.uk/GeiriadurAcademi

Geiriadur Prifysgol Cymru Y Drindod Dewi Sant
University of Wales Trinity Saint David Dictionary
geiriadur.net

Y Porth Termau
(Terminology Dictionary)
termau.org

Y Teriadur Addysg (Education Terminology)
termiaduraddysg.org
+ Ap Am Ddim / Free App

Ap Geiriaduron
Welsh-English / English-Welsh Dictionaries App
Ap Am Ddim / Free App

Gweiadur
(geiriadur, diffiniadau, treigladau, sain, a mwy)
(dictionary, definitions, mutations, audio, and more)
gweiadur.com

**Adnoddau Defnyddiol wrth
Astudio'n Ddwieithog**
**Useful Resources
Whilst Studying
Bilingually**

Sgiliaith



Cysgliad

Cysill – gwirgudd sillafu / spell checker
Cysgeir – gwirgudd gramadeg / grammar checker
+ Cysill Ar-lein / Online : cysgliad.com/cysill/arlein

Hwb: Canfod, Gwneud, Defnyddio, Rhannu
Hwb: Find, Make, Use, Share
hwb.wales.gov.uk

Cymorth Cymraeg: Rhoi'r Iaith ar Waith
Cymorth Cymraeg: Help for Welsh at Work
bangor.ac.uk/cymorthcymraeg/

Technoleg Testun-i-Leferydd
Text-to-Speech Technology
ivona.com

Cyfieithydd Testun / Text Translator
bing.com/translator

Some useful Welsh words

Please - Os gwelwch yn dda	
Thank you - Diolch	Good/ bad - Da/ drwg
1 - un	Big/ small - Mawr/ bychan
2 - dau	Cup of Tea - Paned o De
3 - tri	Cup of Coffee - Paned o Goffi
4 - pedwar	Orange juice - Sudd oren
5 - pump	Farm - Ffarm
6 - chwech	Beach - Traeth or, Lan y mor
7 - saith	Left - Chwith (To the left - I'r Chwith)
8 - wyth	Right - Dde (To the right - I'r Dde)
9 - naw	Sleeping/ awake - Cysgu/ deffro
10- deg	Shop - Siop
Sunday - Dydd Sul	When do you open? - Pryd da chi'n agor?
Monday - Dydd Llun	When do you close? - Pryd da chi'n cau?
Tuesday - Dydd Mawrth	Newspaper - Papur newydd
Wednesday - Dydd Mercher	Mobile phone - Ffon symudol
Thursday - Dydd Iau	It's sunny/raining/misty - Mae'n heulog/glawio/niwlog
Friday - Dydd Gwener	Police - Heddlu
Saturday - Dydd Sadwrn	Ambulance - Ambiwylans
Yesterday/ today/ tomorrow - Ddoe/ heddiw/ yfory	Fire - Tan
Day/ week/ month/ year - Diwrnod/ wythnos/ mis/ blwyddyn	Hospital - Ysbyty
Where/ when/ how? - Ble/ pryd / sut?	Garage - Garej
Good Morning - Bore Da	Danger - Perygl
Good Afternoon - Prynhawn Da	No Smoking - Dim Ysmygu
Goodnight - Nos Da	Old/ new - Hen/ newydd
Hot/ cold - Poeth/ oer	Cheap/ expensive - Rhad/ drud



ACTIVITY 1 WELSH SKILLS AT THE WORKPLACE



colegsirgâr



colegceredigion

Sgiliau Cymraeg yn y gweithle

Welsh skills at the workplace



Enw / Name: _____

Cwrs / Course: _____

Tiwtor / Tutor: _____

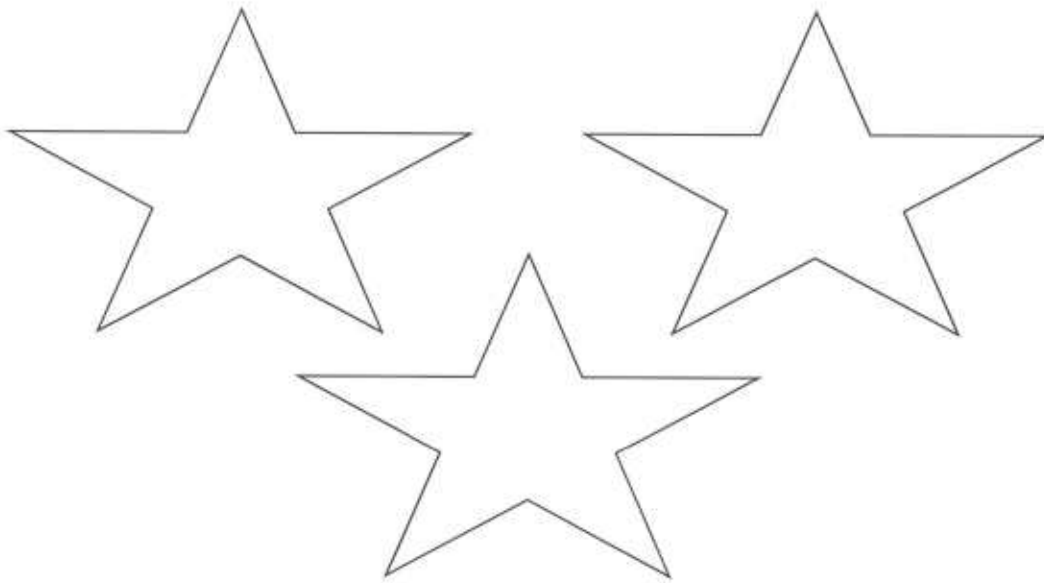
Yr iaith Gymraeg a'r byd gwaith

Yr iaith Gymraeg = the Welsh language

a'r = and the

byd gwaith = world of

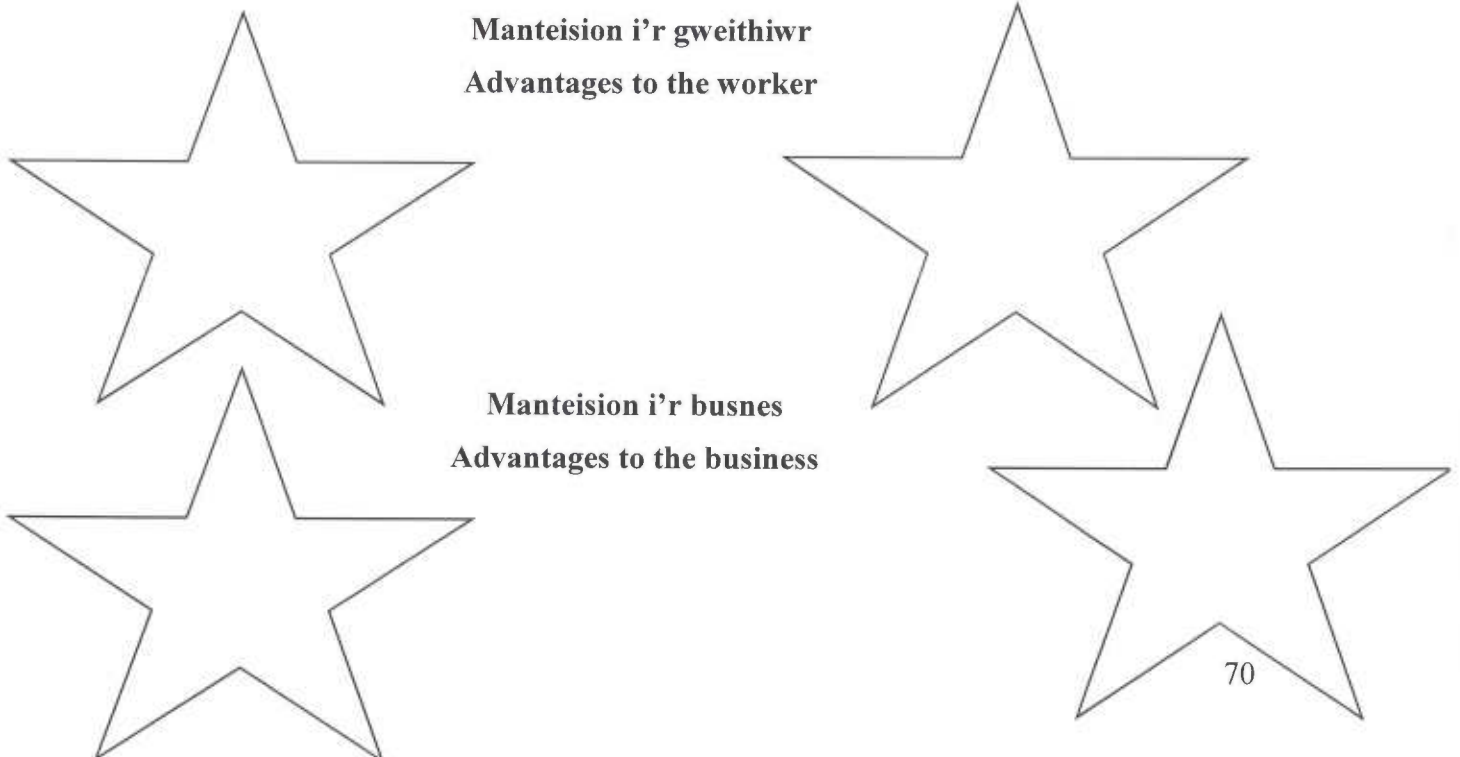
Pa fath o swyddi yn eich maes chi sy'n aml yn gofyn am sgiliau dwyieithog?
Which kind of jobs in your subject area often ask for bilingual skills?



Beth yw'r manteision ariannol o gynnal busnes yn ddwyieithog?
What are the financial advantages of conducting business bilingually?

Manteision i'r gweithiwr
Advantages to the worker

Manteision i'r busnes
Advantages to the business



Chi a'r iaith Gymraeg

chi = you

a'r = and the

iaith Gymraeg = Welsh language

Sut mae'r pethau canlynol wedi dylanwadu ar sut ydych chi'n meddwl am yr iaith Gymraeg?

Rhowch ✓ yn y bocsys sy'n berthnasol i chi.

How do the following influence how you think about the Welsh language?

Put a ✓ in the relevant boxes.

	<u>Positif</u> 😊	<u>Negyddol</u> 😞
<u>Cymraeg yn yr ysgol</u> <u>/ Welsh at school</u>		
<u>Gwneud cais am</u> <u>swydd / Applying for a</u> <u>job</u>		
<u>Yr ardal leol</u> <u>/ The local area</u>		
<u>Arall / Other:</u> _____ _____		

Sut fydddech chi'n disgrifio lefel eich sgiliau iaith chi?
 Rhowch ✓ yn y bocsys sy'n berthnasol i chi (1 = cwbl rugl, 5 = dim Cymraeg)

How would you describe the level of your Welsh skills?

Put a ✓ in the relevant boxes (1=completely fluent, 5=no Welsh).

<u>SGIL</u> <u>SKILL</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
<u>Siarad</u> 					
<u>Gwranddo</u> 					
<u>Darllen</u> 					
<u>Ysgrifennu</u> 					

Trafodwch hyn gyda'ch tiwtor - ydy e / hi'n cytuno â'r ffordd rydych chi wedi hunan-
 asesu eich sgiliau Cymraeg?

Discuss this with your tutor.

Pa agweddau ar eich cwrs/hyfforddiant chi sydd ar gael yn Gymraeg neu'n ddwyieithog?
 Which aspects of your course/training are available in Welsh or bilingually?

	_____
	_____
	_____



**Yng Ngholeg Sir Gâr a Choleg Ceredigion , rydyn ni
eisiau i chi gael cyfleoedd i adeiladu ar y sgiliau
Cymraeg sydd gyda chi'n barod.
Trafodwch y cyfleoedd gyda'ch darlithydd.**

**At Coleg Sir Gâr and Coleg Ceredigion, we want you
to have opportunities to build on the Welsh skills you
already have.**

**Discuss the opportunities with your lecturer and
training adviser.**

ACTIVITY 2 INDUCTION QUIZ

1. What is the name of the Principal of the college (pictured right)?



2. Do you know the name of the Assistant Principal for your campus?
3. What is the telephone number of the main switchboard if you need to contact the college?
4. Can you name any 4 of the 7 other campuses of Coleg Sir Gâr and Coleg Ceredigion, apart from your own, and where are they?
- a, b, c, d,
5. Where can you buy food and drink on your campus?
6. Where are the free drinking water filters situated on your campus?
7. Where can you go to get your work photocopied, and how much does it cost?



8. How much printing credit do you get per term?
9. Where will you find a copy of the college's 'Code of Conduct'?

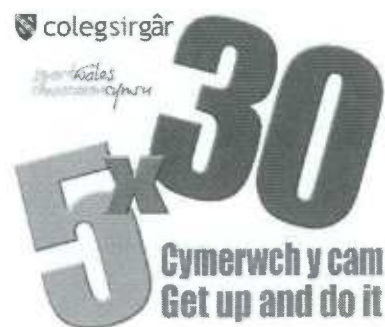
10. Who is your Training Adviser and what is their contact phone number?

Name:

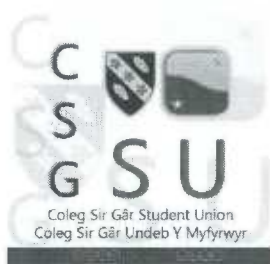
Number:

11. In the event of an accident, whom should you contact?

12. What is the '5 x 30' scheme?



13. Who do you need to speak to on your campus for more information on what the Student Union are able to offer? Apprenticeship NUS cards are now available



14. Where can you book a careers interview on your campus?



15. What is the college Mission Statement?

16. Any questions you can't answer? If yes, please ask for more information!!

ACTIVITY 3 LIBRARY

Go to your nearest Library. They are located at Ammanford, Gelli Aur, Graig Cardigan, Aberystwyth and Pibwrlwyd. Job's Well learners can access the library at Trinity Saint David and Pibwrlwyd. Have a look around so you can get an idea of what kind of resources and facilities are available to help you with your course. Ask about E books.

Please answer the following questions – library staff are there to help you.

1. Why do you think it is important to use the Library during your time in college?



2. What do you need to borrow items from the Library?
3. Borrowing from the Library is free. Name two things you can borrow to take home?
4. How long can you borrow books for?
5. The library charges fines for late books. How much per book per day will you be charged?
6. Why is it important to return library loans on time?

7. There are thousands of books in the library. How do you find the ones you want?

8. Why do you think it is important to work quietly in the Library?

9. The latest information about the library can be found on the library web page which you can get to from the college web site.



10. Write down the college web site address.

11. You can contact your campus library by telephone or e-mail.

Write down the telephone number

& the e-mail address

12. To use the computers you will need a username and password. Who do you get these from?

13. How much free printing credits are you allocated per term? If you run out you can top-up at the library counter.

14. How much does it cost to print an A4 sheet in:

Black and white?

Colour?

15. If you want to use the photocopier where do you buy a card?

ACTIVITY 4 GETTING YOUR NUS CARD & APPRENTICESHIP CARDS

As a student at Coleg Sir Gâr and Coleg Ceredigion you are entitled to purchase an NUS Extra Card which will cost you £11 and will give you savings on travel, clothes, entertainment and much more.

Have a look for the notices around college and on the student intranet or you can ask at the Learner Support Office.

What's the website address to purchase the card?

What do you need to be able to purchase the card?

Can you make a cash payment and how?

Where in college can you go to purchase the card and who can help you?

Name three stores where you can get discounts?

1.

2.

3.



ACTIVITY 5 COLEG SIR GÂR & COLEG CEREDIGION - STUDENT UNION

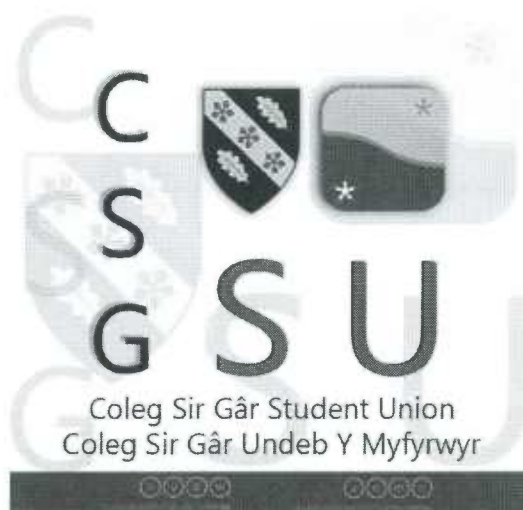
The Student Union at Coleg Sir Gâr and Coleg Ceredigion is affiliated to the National Union of Learners (NUS). The Student Union is made up of officers who are nominated and elected by learners during the autumn term. The officers work as a team to improve and enhance your college experience.

Have a look for the Student Union posters around college and on the student intranet or you can ask at the Learner Support Office.

Where can you find further information regarding the Student Union?

Name three Student Union positions that you can be nominated for?

- 1.
- 2.
- 3.



ACTIVITY 6 LEARNER SUPPORT

To find the answers to the questions below attend the Learner Support talk at your campus, talk to your Personal Tutor, training adviser or ask staff in the library, campus office or Learner Support Office.

- What is the room number of the Study Zone on your campus?
- How many Learning Support Lecturers work on your campus?
- What is / are the name(s) of the Learning Support Lecturer(s) who work on your campus

- List two things that a Learning Support Lecturer might help you with.

- What does the abbreviation LSA stand for?

- List three things that a LSA might help a student with?

ACTIVITY 7 OVERCOMING BARRIERS

The table below tells you about some famous people and what they have achieved – often by overcoming barriers and disabilities.

Fill in the blank columns

Name of person		Famous as...	1 thing you share in common	1 way in which you may be different	Did you know this person also has....
Ludwig van Beethoven		Composer			Dyslexia, deafness / hearing loss
Halle Berry		Actress			Diabetes
Thomas Edison		Inventor of electric light, record player and cinematic camera			Learning disability, diabetes and deafness
Albert Einstein		German theoretical physicist philosopher and author			Dyslexia, Aspergers Syndrome (a type of autism)
Stephen Fry		Writer and broadcaster			Mental health issues (bipolar)
Steve Jobs		Founder and CEO of Apple Inc			Dyslexia

Cath Kidston		Designer and businesswoman			Dyslexia
Frida Kahlo		Mexican artist			Childhood polio and disabled after an accident
Keira Knightley		Actress			Dyslexia
Jamie Oliver		Chef and television host			Dyslexia
Scott Quinnell		Rugby player			Dyslexia
Benjamin Zephaniah		Poet			Dyslexia
Catherine Zeta Jones		Actress			Mental health issues (Bipolar)

ACTIVITY 8 RESPECT

One of the most important words in the college is **RESPECT**.

We believe that the college is a community where everyone deserves to be treated with respect. This applies to **all** staff and **all** learners in **all** parts of the college.

Respect is for our self – how we behave, how we look after our self, how we work hard and achieve.

Respect is for others – how we treat people, how we look after others, how we accept others.

Respect is for rules – accepting our part in following the rules to make the college a better community for all.

Respect is for our environment - taking care of the college, its buildings, the grounds and the wider environment.

As you walk around the college you will see a number of posters showing photos of staff and learners with quotes explaining their views of respect.



What does respect mean to you? Write your own respect quote in the box below

respect is...

If you think your quote is good enough for one of our posters and you are willing to have your photo taken let us know at:

Respect@colegsirgar.ac.uk

ACTIVITY 9 YOU AND YOUR COURSE

Answer these questions and talk to your training adviser if you are not sure of what the answers are:

1. Why did you choose this course?

2. What level is your course?

3. How many hours a week do you have to come to college?

4. How many hours a week do you think you may have to spend working in the Learning Centre or at home to be able to keep up to date with your college work? If you are not sure, ask your tutor and training adviser for advice.

5. How is your work assessed on your course? Is it by exams or course work/assignments, portfolio or a mixture of these? What is the pass grade? Please explain fully how the course is assessed and what extra things like Essential Skills Qualifications also form part of your course or framework.

6. Could you explain what plagiarism is and why it could ruin your College course? (have a look on the essential information for learners on Moodle or ask the Study Centre staff to explain)

7. Are you worried about anything to do with the course?

8. How will you know how you are doing on the course? Ask your tutor and training adviser to explain this one to you!

9. What do you think you would like to do once you have finished this course or framework?

10. Are there other courses you could do after finishing this one?

ACTIVITY 10 DEVELOPING YOUR SKILLS – IN AND OUT OF COLLEGE

Examples of how skills needed in employment can be developed through interests, work experience and education include

- Duke of Edinburgh Award
- Enterprise Activities
- Being involved in music and the performing arts
- Participating in competitive sport
- Part time employment
- Public speaking/debating
- Volunteering
- Welsh Bacc activities
- Gaining qualifications
- Work placements

List five activities that you are involved in and the skills for employment that the activity might help to develop.

	Activity	Skill(s) developed
1		
2		
3		
4		
5		

CONTRACT BETWEEN PLACEMENT EMPLOYER AND B-WBL

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

Jacqui Gower - JCP Solicitors Ltd. (Employer's Name)

in respect of work-based training for:

Emme James. (Learner's Name)

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

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

~~Coleg Sir Gâr will pay the Trainee a maximum training allowance of £ 30 / £ 50 per week (Delete as appropriate)~~ *AW*

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

Signed and a copy received by:

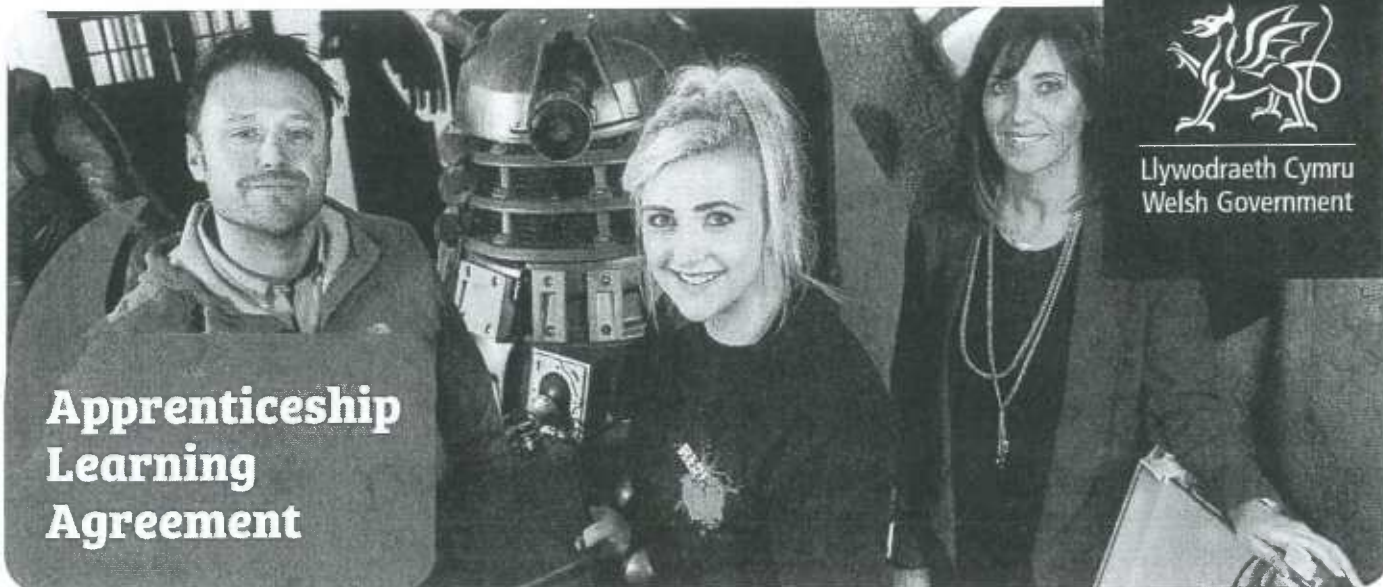
[Signature]
PLACEMENT EMPLOYER

Date: 9.9.19

[Signature]
TRAINING ADVISER

Date: 9.9.19

EV10



To be completed by the provider

This agreement made on 9.9.19 (date Apprenticeship commences)
 between Jacqui Cower. (the employer representative)
 of JCP Solicitors Ltd. (the name of the company)
 at Venture Court, Valley Way, Waterside Bus Park, SA6 6QP. (the address of the company)
 and Emme James. JT482337B. (the apprentice and N.I number) and
Coleg Sir Gâr. (the delivering provider) and
B-Wol (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 24.9.2021. Hourly rate of pay at start of
 Apprenticeship is £8.21.

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

All parties agree that

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

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

The employer: <u>[Signature]</u>	Date <u>9.9.19</u>
The apprentice: <u>[Signature]</u>	Date <u>9.9.19</u>
The provider: <u>A. Williams.</u>	Date <u>9.9.19</u>
The provider: _____	Date _____

(if different from the provider delivering the apprenticeship)

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

The Provider/s agree/s to:

- Ensure all aspects of the programme are delivered in compliance with the framework requirements, the quality standards laid down by Estyn and all contractual, quality and financial requirements of the Welsh Government. This includes the qualifications and experience of those delivering the learning;
- Ensure that attention is paid to the integration of all aspects of the programme (NVQ/QCF Competence and Knowledge based qualifications, Essential Skills Wales and additional requirements) to ensure a development and coherent experience for an apprentice;
- Offer support, guidance and advice to the employer/apprentice and to keep both parties informed and involved in the progress review;
- Ensure that each apprentice has an individual learning plan, and that no change(s) to the individual learning plan, nor transfer of the apprentice to another provider, will take place without the prior consent of the apprentice.

The Welsh Government agrees to:

- Monitor the quality of the directly contracted provider's performance;
- Contribute such funding (including from the European Social Fund) to the directly contracted provider as the Welsh Government deems appropriate towards the cost and delivery of the framework;
- Promote all learning opportunities and programmes as non-discriminatory in respect of gender, race, religion, sexual orientation, age or disability (where disability is not a barrier to the training activity);
- Promote apprenticeships throughout Wales.

The Apprentice agrees to:

- Apply himself/herself to his/her learning and assessment by attending courses and other on or off the job learning events, being prepared for assessment, and actively participating in the planning and reviewing of their programme;
- Take responsibility for his/her own learning and development;
- Behave in a considerate and responsible manner, with due regard to his/her own and other's equality of opportunity and to the Health and Safety of others and self in his/her working and learning environment;

- Work for the employer to the best of his/her ability and in accordance with the employer's policies and procedures;
- Authorise his/her provider to apply for his/her apprentice completion certificate on his/her behalf;
- Any concerns the apprentice has about his/her learning should, in the first instance, be made to the provider delivering the apprenticeship. If resolution cannot be secured, concerns should then be referred to the provider contracted with the Welsh Government. In the rare event of a resolution still not being secured, the Welsh Government should be contacted.

The Employer agrees to:

- Actively promote the value of the apprenticeship within the organisation, and to ensure that other staff are fully aware of the needs of the apprentice;
- Employ and, as a minimum, pay the apprentice in accordance with National Minimum Wage requirements. Tips, gratuities, service charges and cover charges do not count towards minimum wage pay;
- Ensure the apprentice has a contract of employment;
- Undertake legal and contractual responsibilities for the Health and Safety of the apprentice;
- Ensure conformity with equal opportunities legislation and good practice;
- Ensure that sufficient time and resources are made available for the apprentice to fulfil their learning and assessment needs including to ensure that the apprentice attends work and training for at least sixteen hours per week, unless authorised absence has been granted;
- Actively contribute to the regular review of the apprentice's progress;
- Any concerns the employer has about the learning, should, in the first instance, be made to the provider delivering the apprenticeship. If resolution cannot be secured, concerns should then be referred to the provider contracted with the Welsh Government. In the rare event of a resolution still not being secured, the Welsh Government should be contacted.



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Developing Professional Practice in Human Resources – 5CDPP – Assessment Activity 2 (word count: 1070)

The purpose of this report is to establish how the CIPD HR Profession Map is used amongst HR professionals, and how the set standards and principles are fundamental in achieving effectiveness and success in the HR profession.

The first consideration must therefore be: 'what is a professional?' According to Lester (2010), it would be someone who "makes proficient use of expert or specialist knowledge, exercises autonomous thought and judgement, and makes a voluntary commitment to a set of principles. Such a person need not be a member of an easily defined profession or of a professional association; it is possible to work as a professional from a set of expertise and skills that is relatively unique to the individual". A 'profession' is then defined as an occupation with the following characteristics: it is typically built upon both theoretical and practical knowledge; the knowledge gained is used by the practitioners to provide expertise; and it has a code of conduct or ethics. (Taylor and Woodhams, 2016).

The first CIPD HR Profession Map was launched in 2009 as a tool to set professional competencies for HR Professionals. It has since been developed and redesigned in line with their research and development of organisations and the roles and career progressions of HR professionals themselves, at all capability levels both as individuals and in teams. The 2013 CIPD HRPM identifies stages of effective management of people across ten professional specialisms, and eight fundamental behaviours are described which strengthen and support good practice, irrespective of specialism (www.CIPD.co.uk). The new 2018 CIPD HRPM was designed to direct HR professionals in the transitioning through the changing nature of their roles, with the goal to further outline the professional standards CIPD Members should adhere to (Woolnough, 2017).

The 2013 CIPD HRPM outlines four bands of professional competence which are used to define a HR Professional and the contribution they make at each stage of their career; through their client relationships and services provided, activities they perform, where their time is spent and how their contribution and success is gauged.

The HRPM ten professional areas define specific activities that need to be carried out at each stage of the four professional competence bands. These are:-

- **Core: Insights strategy and solutions:** The development of knowledge and understanding of the organisation and business strategy to play a critical role in the organisation viability and relative performance (Boxall and Purcell, 2015).
- **Core: Leading HR:** Acting as a role model and to lead people through inspiration, influence and guidance; whilst also developing employees in the organisation to enable them to acquire the knowledge and skills required to effectively carry out their job roles (Armstrong, 2016).
- **Organisation design:** Ensuring the organisation is designed adequately to provide maximum, durable and continuing impact (www.CIPD.co.uk).
- **Organisation development:** Designing of HR policies and practices which prompt and stimulate employees' behaviour and attitudes which align the business strategy (Torrington, D. Et Al, 2017).
- **Resourcing and talent planning:** Ensuring the organisation is properly equipped with appropriate tools and resources to manage talent, thereby ensuring HR and organisation strategies can be reached both short and long term (Armstrong, 2016).

- **Learning and development:** Building upon the knowledge of employees to meet strategic requirements. Providing opportunities to employees to improve their skills and knowledge can increase their engagement and also be a useful tool in retaining staff (Sharp – www.xperthr.co.uk).
- **Performance and reward:** Helping in the maintenance and delivery of a cost-effective recognition and reward system; the purpose of which being to attract, retain and motivate staff whilst simultaneously considering the commercial and financial feasibility of the organisation (Torrington, D. Et Al, 2017).
- **Employee engagement:** Strengthening the fulfilment employees have in their roles and with their work to improve retention rates and improve the employees contribution towards the organisational goals and objectives. Engagement remains as an important consideration for HR professionals (Nolan, 2011).
- **Employee relations:** Ensuring the best interests of the employees, with relationships between them and the organisation being suitably managed, with such relationships being strengthened and reinforced by clear and consistent policies and procedures and compliance with all appropriate laws (www.CIPD.co.uk)
- **Service delivery and information:** Ensuring the full workforce is customer focused, driving from a cost-effective and competent HR service. The organisation's HR strategy should be in line with the customer experience strategy, and employees should be the inner customers (www.hrmagazine.co.uk).

The HRPM eight behaviours HR Professionals require to carry out their activities at each stage of the four bands of professional competence are:-

- **Curious:** Evolving and future thinking, HR professionals should be curious what is happening within their organisation as well as developments in the industries in which they work (Meisinger, 2005) to enable their contribution to the enhancement of the organisational value.
- **Decisive thinker:** Making dependable reliable decisions based on knowledge, experience and available information. Armstrong (2016) states decision making should be a "systematic and evidence based process".
- **Skilled influencer:** Influencing others through knowledge, trustworthiness and assertiveness to gain support from a diverse variety of stakeholders (Taylor and Woodhams, 2016).
- **Personally credible:** Building and delivering professionalism to have an impact on business performance, through effective inter-personal skills and flexibility in developing positive chemistry with stakeholders and peers (Ulrich, 2012) - www.personneltoday.com).
- **Collaborative:** Working efficiently and successfully with a variety of people, both inside and outside of the organisation. Goman, CK (2017) states: "collaboration is an essential ingredient for organisational survival".
- **Driven to deliver:** Delivering the best results for the organisation and employees through ingenuity, determination, purpose and commitment (www.CIPD.co.uk).
- **Courage to challenge:** Having the courage to draw upon competence, self-confidence, modelling of ethical behaviour and knowledge, even when faced with unfamiliar situations or conflict (Meisinger, 2005).
- **Role model:** Leaders will model what followers interpret to be appropriate behaviour through their own behaviours (Nishii and Paluch 2018), so HR Professionals should consistently lead by example; acting with integrity, impartiality non-judgementally and independently (www.CIPD.co.uk).

CIPD is best suited and well equipped to provide HR professionals with the guidance required for the demands the HR profession will face in the future. (Orme, 2009). The 2013 HRPM is the foundation of all CIPD qualifications and Continual Professional Development Tools, with the new Profession Map providing additional guidance in career development and planning ([www.CIPD.co.uk](http://www.cipd.co.uk)). The CIPD HRPM is dynamic and flexible; evolving with the profession over time and should be used by all HR professionals as they plan and develop their careers, no matter which level or band they are operating at or working towards.

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Developing Professional Practice in Human Resources – 5CDPP – Assessment Activity 3

As this module has already established, there are a number of key skills and behaviours a successful HR Professional should possess. In this Activity I will be considering project management, problem solving and influencing/persuading/negotiating, and providing examples of work based evidence for each to demonstrate my abilities in each area.

1) Project Management

HR professionals will use Project Management throughout their careers, with the ultimate goal of effecting a change to benefit their organisation as a result of the intended project. Although projects will undoubtedly vary in their size and scope, McConnell (2019) identifies five stages of a project life cycle to ensure the process is a repeatable and predictable process which applies knowledge, skills, tools and techniques to meet the project requirements through a wide range of tasks and activities. These stages are:

- (1) *Project Initiation* – At this step the project viability, value and benefit to the company is considered by the project manager and key stakeholders. Background into the reason for the project is considered, as well as the goals and timelines for completion.
- (2) *Project Planning* – Every detail of the project planned should be detailed in entirety at this phase; including team member responsibilities, risk management and decision makers.
- (3) *Project Execution* – Tasks are assigned to team members and crucially the plan must be adhered to. The project manager should continue to oversee budget, timescales, risks and communication amongst the team.
- (4) *Project Monitoring* – This stage is typically completed in combination with stage 3, whereby the budgets, timescales and resources for the project are monitored and reported upon.
- (5) *Project Closure* – At this stage reports will be finalised and stakeholders fully reported to. A vitally valuable exercise as part of the project process will be to debrief with the team involved to obtain their perspective.

I have considered projects which I have managed myself in work, namely the redesign of the company's induction process as an example. The 'project initiation' phase played the most critical as I pitched the need for my intended project to the Management Team. By way of background, in 2017 JCP Solicitors Ltd merged with another law firm based in East Wales, which brought the organisation a further 4 office locations across Wales together with an additional 50+ members of staff. As a large regional law firm with now over 200 employees, the previous induction process was dated, impractical and lacking in information. Having received stakeholder approval, I commenced the 'project planning' phase. As this particular project was one that I managed and executed single handed, the communication element of the planning process was not as relevant, aside from regular reports to my Line Manager keeping her up to date as to my progress.

Particular thought and consideration was paid to the following key areas:-

- Lexcel guidelines state that the key induction training topics (HR, IT, Quality and Accounts) are too intensive to cover in one full day. New employees would therefore need to receive email confirmation from HR with a breakdown of how their first two days with JCP should run to ensure they are fully informed prior to commencement of their role and employment (EV12).
- The induction slides themselves should be clear and thorough yet brief enough for the information contained within to be memorable (EV13).

- There is need for an informal one month review with the employee, ahead of the end of their contractual three month probation period, to ensure they are settling well into their role and any training needs can be identified at this stage (EV14). This can also used as an opportunity to gain valuable feedback on how the employee's view on the induction process to enhance and improve future inductions, thereby representing a cycle of project monitoring.

The induction process as a project is ongoing and repeatable, and followed by the team members as a natural next stage in the recruitment process on the whole. The induction is the employee's first experience of the company, so being well designed and welcoming means that the member of staff integrates into their team, works more productively and to their best potential, and understands values and culture of the company (www.CIPD.co.uk).

2) Problem solving

Problem solving is commonly described as "the process of working through details of a problem to reach a solution" (www.businessdictionary.com). Confidence in achieving this comes through having a process in place to approach and solve the problem, through four basic steps:

1. Defining the problem: through uncovering the real route and cause of the problem
2. Generating alternatives: through creativity
3. Evaluating and selecting alternatives: through better decision making
4. Implementing solutions: through effective project management.

(www.mindtools.com)

Problem solving is a key skill requirement for the vast majority of employers. HR Professionals play a major role in developing both their own problem solving abilities, as well as bringing structure to problem solving procedures across their organisation, as generally functional teams will be more effective problem solvers than individuals. This could be achieved through a variety of techniques, such as through brainstorming sessions to nurture and develop relationships thereby ensuring the most solution is realised and applied (www.personneltoday.com)

Edward de Bono created a method called '6 Thinking Hats' after concluding there are six ways of thinking associated with problem solving (Sheppard, 2008). Each hat is colour coded to represent the different possible approaches to solving a problem:

1. The white hat brings consideration as to facts, data and hard evidence
2. The red hat signifies feelings, thought and emotion
3. The black hat represents potential difficulties and is reluctant to
4. The yellow hat brings positivity and collaboration
5. The green hat denotes ideas, creativity and innovation
6. The blue hat considers logic and objectives.

When reflecting on a work based activity to demonstrate my problem solving abilities, I provide an extract from our most recent Lexcel Assessment Report (EV15), which highlights the requirement for further Line Manager training. Whilst this very much forms part of the HR Strategy for 2020/21, I have commenced the problem solving steps through creating a Line Manager Training Matrix (EV16) which identifies the specific training needs for each Manager, the Matrix covers areas including: data gathering, data analysis, planning and implementing training interventions, learning needs analysis, developing a leadership programme and getting Line Manager buy-in. I have asked managers to self-assess and identify their required training needs, so these can be prioritised. To consider the training

budget allocations and restraints, I have sourced local seminars which are free to attend, and also proposed internal training courses be provided by myself and the HR Manager to further save cost.

3) Influencing, persuading and negotiating

CIPD state 'skilled influencer' to be one of the 8 behaviours which an HR Professional should possess to carry out their roles and activities effectively. A skilled influencer: "Demonstrates the ability to influence to gain the necessary commitment and support from diverse stakeholders in pursuit of organisation value" (www.CIPD.co.uk). Yemm (2008) indicates that those wishing to influence others effectually need to first consider their communication skills, style and preferences, and how these can improve. He also states that skilled influencers have tactics and behaviours including:

- Friendliness: through support and positivity, creating warmth and trust
- Empowerment: through building the confidence of others and allowing them to hold a sense of responsibility for the results
- Visioning: by creating an appealing image of the outcome
- Building alliances: by offering support in areas of common interest before requesting the same in return
- Expertise and knowledge: essential to have the experience, facts and information to reinforce what is trying to be achieved
- Bargaining: offering others incentives to consider proposal made
- Positional: being able to use authority to ask/enforce desired outcome.

Negotiation should be considered an equally vital skill for HR professionals, who play a significant role in a wide range of key functions within a company, including: providing business cases for new HR initiatives; recruitment, staff development and retention, and managing critical organisational processes. Negotiation is a collaborative process where the focus should be on maintaining relationships whilst considering and paying attention to the needs of all concerned parties (Olivera, 2015). HR Professionals should also recognize that their negotiations can affect not only their department, but also the rest of the business (www.personneltoday.com).

The Thomas-Kilmann instrument illustrates how a person's behaviour can be measured in conflict situations, which are circumstances in which the concerns of two people may appear to be incompatible or mismatched. In such situations, the Thomas-Kilmann model describes an individual's behaviour in two dimensions: 1) Assertiveness: being the response to the conflict and the extent to which a person will fulfil their own concerns, and 2) Cooperativeness: being the extent of the attempt to satisfy the concerns of the other person. These two dimensions can then be used to define five different options in the resolution of a conflict:

1. Competing: assertive and uncooperative, a defensive, unaccommodating approach
2. Accommodating: unassertive and cooperative, approach complete opposite to competing
3. Avoiding: unassertive and uncooperative, approach withdrawing from the situation of conflict
4. Collaborating: assertive and cooperative, approach opposite from avoiding
5. Compromising: assertive and cooperative, approach searching for a mutually acceptable solution.

(www.kilmanndiagnostics.com)

The integral purpose of each of these techniques for a HR Professional will be to reach a commonly agreed outcome and course of action, where all parties can achieve their desired end result. With

this in mind, I enclose a Case Study relating to a recent recruitment issue (EV17), which demonstrates my ability to apply the above mentioned skills and behaviours in my role.

Evidence List Enclosures:

EV12 - Email to new employee

EV13 - JCP induction Slides

EV14 - JCP new employee – one month review form

EV15 - Lexcel report extract

EV16 - Line Manager training matrix spreadsheet

EV17 - Case Study: Apprentice recruitment

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Your first two days at JCP Solicitors ...

Day 1: 10:00am Please arrive at JCP Solicitors' Swansea Office



JCP Solicitors

You will need to attend our Swansea office at Venture Court, Waterside Business Park, Valley Way, Swansea, SA6 8AH.
<https://www.jcpsolicitors.co.uk/site/contact/swansea-office/> Please park in a visitor's space outside the main building – you will then be shown where to park later on in the day.

On arrival, please ask for Emma James

Day 1:

10:am - 11am	HR induction with Emma James (HR Advisor)
11am – 1pm	IT Induction with Natalie Corbi (Risk & Compliance Officer)
1 pm – 2pm	Lunch break
2pm - 4pm	IT induction with Natalie Corbi (Risk & Compliance Officer))
4pm	Tour of the office, introduction to teams, leave to go home

Day 2: 9:15am – Please arrive at JCP Solicitors' Swansea Office

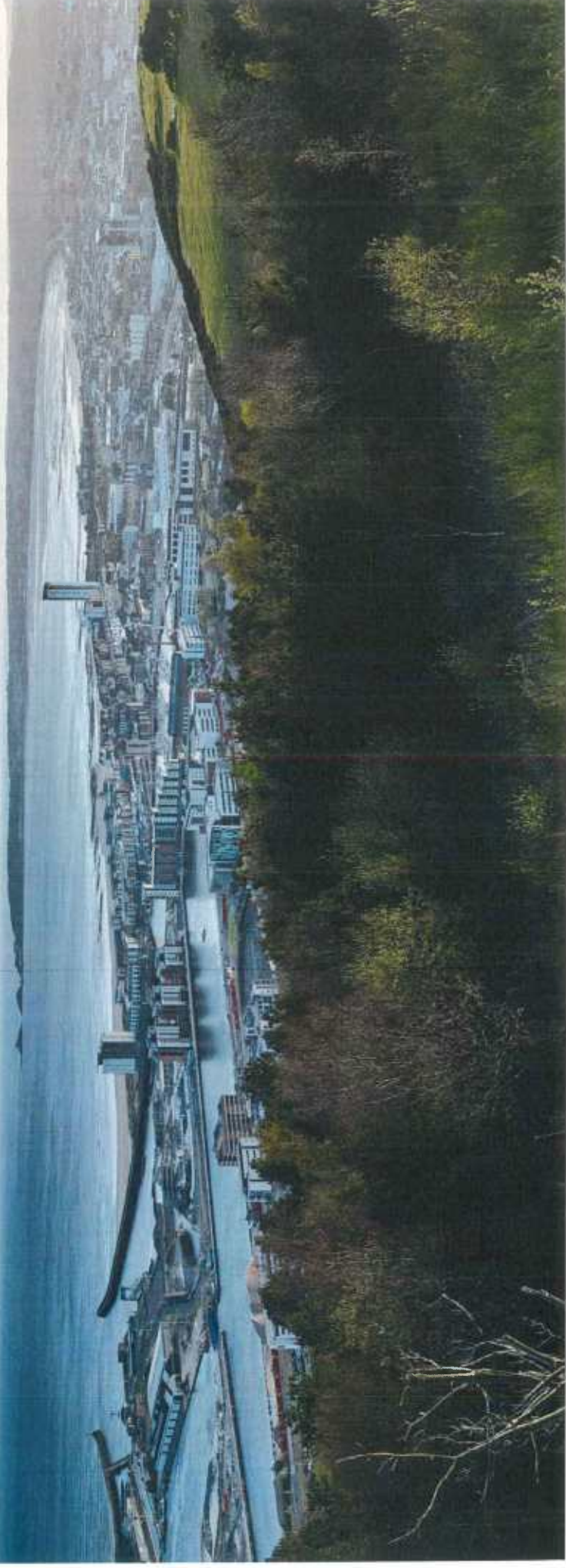
9.15am – 10am	Accounts Induction with Liz Lynch (Senior Legal Cashier)
10am – 10.45am	Quality Induction with Natalie Corbi (Risk & Compliance Officer)
10.45am	Induction finished - Join team

Can you please bring with you on your first day:-

- Your passport
- Your bank details
- P45 (if you have been issued one from your previous employer)
- Any outstanding signed offer documents not returned by post.

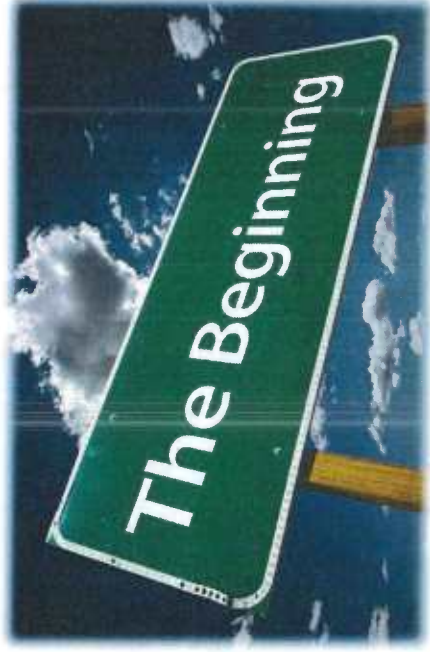
Welcome to JCP Solicitors Induction Training

SV13



Where did it all start?

- The business originated from a small firm called Holt Jones & Collins.
- John Collins and Partners LLP formed in November 1990 by Steve Penny, John Collins, Keith Thomas and Paul Newman, with 4 Partners and 20 members of staff.
- We celebrated our 20th Birthday in 2010 with a bold new makeover, and the business began to trade as JCP Solicitors. The new look reflected the modern and professional way in which we operate.



JCP Solicitors

Key Dates for the Business

The business has merged with other established law firms in East and West Wales over the past few years.

- **1 Oct 2011 – VJG Johns, Fishguard**
- **1 Oct 2012 – Bissmire Fudge, Haverfordwest**
- **1 Oct 2013 – Peter Cross, Fishguard**
- **1 Oct 2014 – Pritchard Edwards, Carmarthen**
- **25 April 2017 – Glamorgan Law in Cardiff, Caerphilly, Cowbridge and Pontypridd**

Having a meaningful presence in these areas, that is in a convenient location for clients, is something we have been keen to do for some time.



JCP Solicitors

Where are we now?

The largest independent law firm with offices solely based in Wales

- 13 Business Owners
- 21 Directors
- 212 Staff
- Offices in Swansea, Haverfordwest, Fishguard, Carmarthen, Cardiff, Cowbridge, Pontypridd, Caerphilly and St David's



JCP Solicitors

Our Strategy for the next 3 years....

"To provide legal services for businesses & individuals providing an exceptional client Journey with a community based approach, at a price which is fair and transparent"



Planned Projects

- ☐ Premises
- ☐ Community
- ☐ Staff Engagement
- ☐ Systems
- ☐ Academy

What do we do?

We are a progressive law firm with approximately 212 employees.

We have six main practice areas:

1. Property Services
2. Recoveries and Professional Liability
3. Injury Services
4. Rural Practice
5. Private Client Services
6. Commercial Services



JCP Solicitors

JCP to Celebrate 30th Birthday

In November 2020 we will be celebrating our 30th Birthday

Watch this space for celebration announcements!



JCP Solicitors

Today's Business Owners



Sali Jackson-Thomas

Mike Williams

Kevin O'Brien

Hayley Davies



Keith Thomas

Rory Hutchings

Lynne Morgan

Chris Davies

Matthew Owen



Peter Davies

Emma Gilroy

Betsan Powell



JCP Solicitors

HR Team

Jacqui Gower (1622)

HR Manager

Recruitment, Contracts of Employment, Staff handbook & Policies, Employee relations, Training, Appraisals.



Emma James (1410)

HR Advisor

Payroll, Return to work interviews Health and Safety, Risk Assessments, Inductions, Staff Benefits, Contracts of employment, Job descriptions. Staff Handbook and HR policies and procedures



Fay Evans (1689)

HR Assistant

Sick calls and absences, assisting with Training needs, processing leave requests, Staff Handbook & Policies.



HUMAN RESOURCES



EMPLOYEE HANDBOOK

Dress Code	Expenses
Recruitment and Selection	Probation Period
Training and Appraisals	Flexible Working
Home Working	Sickness Absence
Work Related Social Events	Redundancy
Retirement	Capability Procedure
Information and Communication	Timekeeping
Employee Data Protection	Health and Safety
Fire Procedure	Driving at Work
Environmental	Eye Examinations
Adverse Weather and Travel Disruption	Stress at Work
Home Visits	Annual Leave
Maternity Leave	Paternity Leave
Shared Parental Leave	Adoption Leave
Ordinary Parental Leave	Time off for dependants
Carers	Time off for public duties
Disciplines and dismissal	Grievance

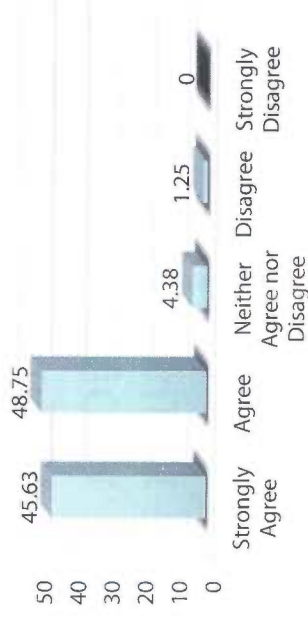
Employee Engagement Survey

Measures Key Engagement Points Benchmark every 6 months

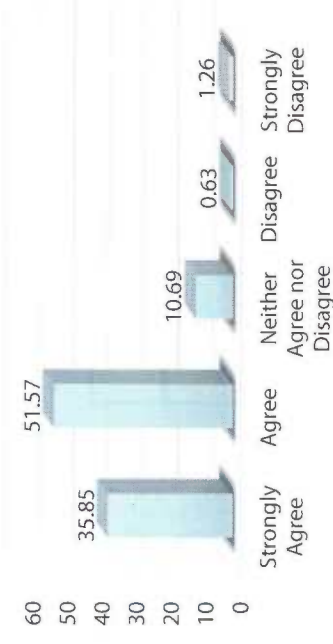
1. Ability to do job/equipment
2. Reward and Recognition
3. Emotional Support
4. Professional Support
5. Peer perception
6. Views on development opportunity
7. Feedback
8. Our Social Responsibility
9. Perception on brand
10. Trust – Job Security
11. Office and Surroundings
12. Engagement with the company

	
1	2
	
3	4

I care about the visions and goals of JCP

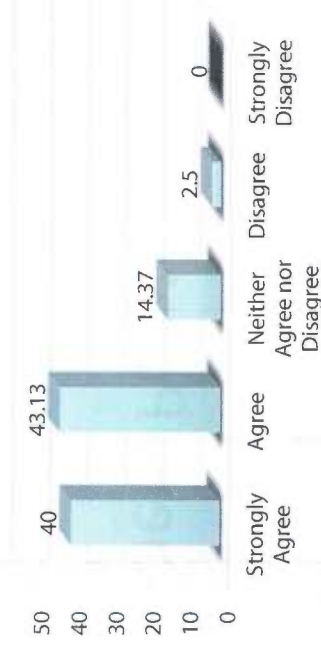


Someone at work seems to care about me as a person



Some July 2019 Results...

I feel proud to tell people I work at JCP





Health & Wellbeing

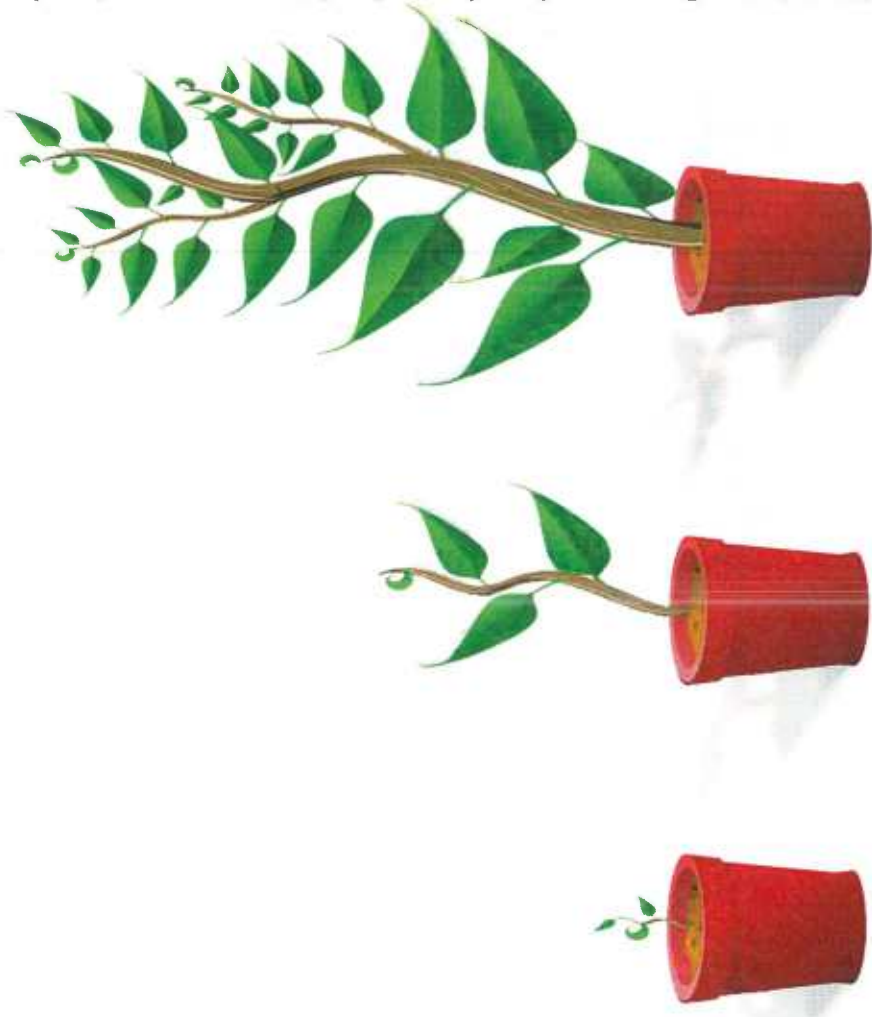
Employer Pledge – It's Time to Change the way we think about Mental Health in the Workplace

We encourage staff to talk about mental health
Talk to HR or your line manager if you feel stressed

By the end of 2019 we will have:
Mental Health Champions in every office
Mental Health First Aiders in every region



PROBATION PERIOD

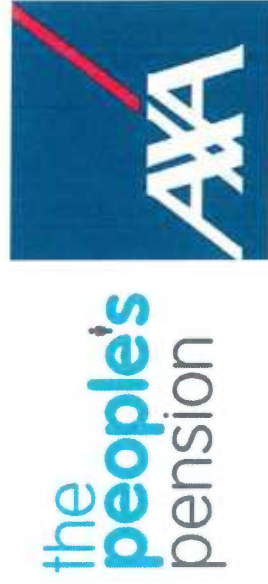


The probation period is during the first three months of employment.

During your probation period, you will be given training and guidance to enable you to fulfil your job description. At the end of your probation period, your performance will be assessed by your team leader and you will be asked to attend a Probation Review meeting.

On successful review employment will become permanent and you will be invited to join the business' staff benefit schemes.

EMPLOYEE BENEFITS



After successful completion of your probationary period of employment you will be offered access to the following:-

- Stakeholder Pension Scheme
- Health shield Cash Plan
- Private Healthcare
- Life Assurance

Eye Examinations

The business will pay for a 'Specsavers' eye examination (currently £20) or the equivalent fee to another Optician.

As Opticians are open on a Saturday, eye test appointments will not be covered as paid absence.

The business will also contribute to the cost of a pair of glasses if they are required solely for the use with your computer (currently up to £40).

Please contact HR for further information on completion of your probation period.

ATTENDANCE

Sickness Absence

PLEASE NOTE: All periods of absence must be reported to HR.

You are entitled to 15 days paid sick per annum (1st January - 31st December). For new employees, you are entitled to 5 days paid sick per annum in your first year and thereafter the full entitlement. Where this entitlement is exceeded, adjustments will be made to monthly salary or, on termination, from your final salary.



ATTENDANCE

Sickness Absence

PLEASE NOTE: On the first day of absence you must make every effort to contact the HR Department.

The process you need to follow is...

Contact the HR team directly **by phone** as soon as you are able to and no later than one hour after your expected start time.

If you reach the HR voicemail, can you please leave your full name and briefly explain the reason you are not going to be in. It is not acceptable just to say that you aren't going to be in. If you don't give the reason, a member of HR will phone you back to discuss this with you.

The HR team will contact the relevant people who need to know about your absence, including your team and switchboard. Therefore, you just need to make a single call to the HR team.

To try and make things easier, we have a HR Hotline number which will come through to all HR team members or leave a voicemail message with them. Can you please update your HR contact details in your phone to:

HR Team Phone Numbers:

01792 529622 (Jacqui)

01792 525410 (Emma) 01792 525439 (Fay)

Hotline: 01792 525459 or 2759
(Internal)



ATTENDANCE

Certification and Fit Notes

For all absences lasting for five working days or more, you will be required to submit a signed doctor's certificate to HR on the sixth working day. Forms must be posted or brought into the office as soon as practically possible.



PLEASE NOTE: If your doctor issues you with a 'may be fit for work' statement you must discuss this with HR to identify what amendments need to be made for your return.

ATTENDANCE

Health Related Appointments

Where you have an appointment during work time which relates to a health issue, paid time out of work up to 2 hours may be granted.

Where possible, we ask that these appointments are to be made first thing in the morning or last thing in the afternoon, to avoid disruption within the work place.

The "health related appointment" can be processed through the HR Portal, and should be completed and submitted with a minimum of 7 days notice if possible.

Concessions

If you require short periods out of work, you will be permitted to do so, provided that the time is worked back.

The maximum time allowed using a concession is 2 hours.



LEAVE

Holidays

Basic Entitlement:

Your basic entitlement will be stated in your Contract of Employment.

Additional entitlement:

For each complete year of service at 1st of January each year, an additional days leave will be added to a full time employees entitlement, up to a maximum of 5 additional days. For part time employees a pro rata figure will be added to their entitlement.

Bonus entitlement:

Full time employees who do not take any sick leave during the period 1st January to 31st December will have 2 days annual leave added onto their basic entitlement for the following year.

Bank Holidays:

Good Friday
Easter Monday
Early May bank holiday
Spring bank holiday
Summer Bank Holiday
Christmas Day
Boxing Day
New Years Day



LEAVE

Holidays

Booking/Authorisation

All annual leave requests should be made through the HR Portal. Once submitted the requested dates will be processed by HR. Once authorised, a confirmation will be sent via email confirming that the submission has either been accepted or rejected.

PLEASE NOTE: To avoid disappointment, please do not book your holiday until you have received confirmation from HR.

Christmas 2019



PREMISES

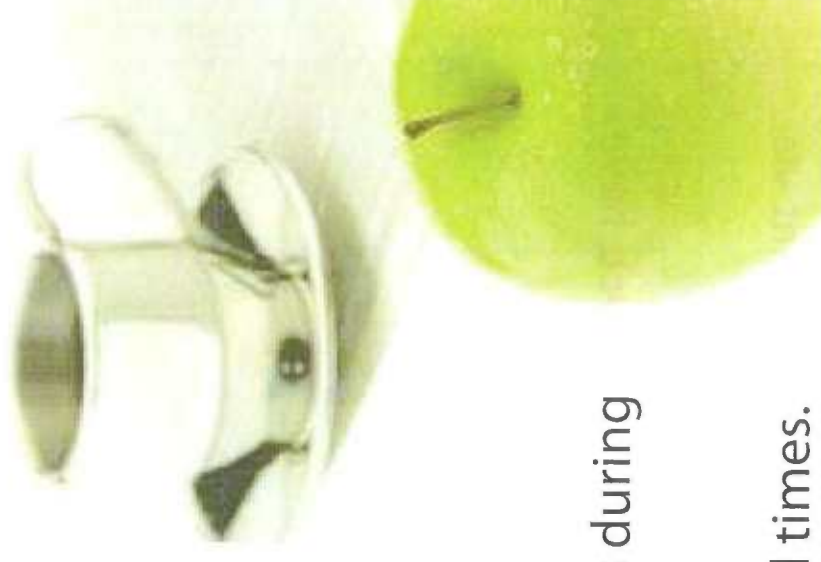
Kitchen and Food

Kitchens

All offices have fully equipped kitchen facilities.

We strongly encourage all staff to get away from their desks during their lunch hour for wellbeing.

Please ensure the kitchen areas are kept clean and tidy at all times.



STAFF DRESS

You should ensure that reasonable standards of dress are maintained at all times. Clothing should be appropriate for the job that you do, particularly in respect of health and safety issues.



What is appropriate?

Smart blouse, skirt, dress, trousers, shirt, tie, shoes.

What is not appropriate?

Casual jumpers/t-shirts
Jog bottoms
Jeans
Leggings
Trainers/ Daps
Slippers!
Flip-flops
Shorts

ENVIRONMENTAL POLICY

Recycling

Blue recycle bins or confidential waste bags are available throughout all offices to use for secure paper waste.

PLEASE NOTE: All paper waste which has any confidential detail on, must be put in the secure waste.

Reuse, Reduce and Recycle!

Reuse: The business' office environment provides ample opportunity to encourage staff to reuse everyday items.

Reduce: The business promotes the reduction of waste produced by every day work in the office environment and encourages staff to reuse and recycle items.

Recycle: Wherever possible, the business aims to identify local service providers that will collect and recycle items on its behalf.



EQUAL OPPORTUNITIES

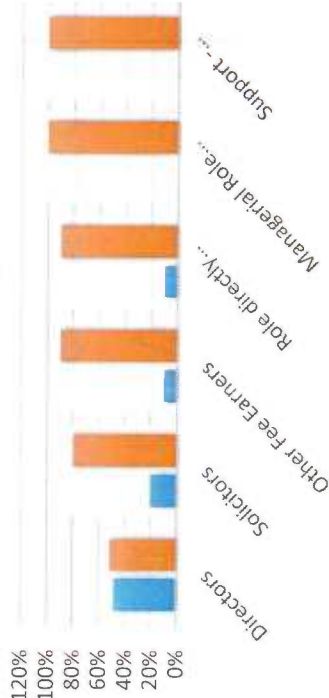


JCP Solicitors is an equal opportunities employer and is committed to the development of positive policies in employment, and opposes all forms of discrimination.

We recognise and actively promote the benefits of a diverse workforce and are committed to treating all employees with dignity and respect regardless of race, gender, disability, age, sexual orientation, religion or belief.

Employee Diversity

Gender



88%

went to a state run secondary school

33%

are the primary carer of a child

Age



26%

Look after/support someone with a long-term physical or mental ill-health disability

8%

Have day to day activities limited because of a health problem

4%

Class themselves as disabled

IT POLICY

Email Use

The system is for the conduct of the firm's business. You may send and receive e-mails internally and externally in line with the business' e-mail policy, and not for personal use.

PLEASE NOTE: The business has the right to review all emails and communications generated or passing through the business' system.

Internet use

Non business use of the internet is permitted during lunchtime periods only. This privilege may be revoked at any time at the business' discretion in the event of any misuse of the internet in breach of this IT Policy or of generally unacceptable practice.

PLEASE NOTE: The use of FACEBOOK, TWITTER and other social media sites are not permitted

Telephone use

All telephones provided are for business use only.



IT POLICY

QUISS

IT support is outsourced to a company called...

"Quiss" (kiss)

Should you have an IT related problem or query please contact the Quiss helpdesk on :-

01827 265015 (1444) or helpdesk@quiss.co.uk

quiss

delivering new standards in technology



TRAINING

How are training needs identified?

Employee's training needs will be assessed by:

- Requests by employee
- Appraisals
- File reviews
- Relevant legal changes
- A skill gap in the business or the Team generally.



If you identify an individual training need, please discuss this with your Line Manager or HR at any time.

APPRAISALS

Appraisals are conducted on an annual basis and run alongside our discretionary bonus scheme.

You will be issued with an Appraisal form prior to the appraisal for your consideration.

Following your appraisal, both you and your Reviewer will sign in agreement on the Appraisal Report. A copy will be kept on your personal file.

The HR Dept will prepare a summary of the appraisals highlighting objectives and training needs. These are logged in a central diary and monitored.



PAYROLL



Please complete the New Employee Details form in your induction pack and the section asking for your bank details.

Please ensure that you inform the HR department of any changes to your personal details, e.g. contact information, bank details, etc.

Salaries are paid by BACS on the last **Thursday** of every month.

Pay slips are sent out directly to you via email on the last Thursday of every month. To access your pay slip you will need your National Insurance number.

Deductions are calculated for the previous month, i.e. unpaid leave taken in August will be deducted in September.

STATIONERY

If you need to order any stationery or if you have used the last of an item from the stationery cupboard, you will need to send an email to our email group:

!Stationery

Alternatively, you can contact

Shataya Haines on **1699**.



STAFF COMMUNITY GROUP

We have a group of Staff Representatives located across our offices who meet on a quarterly basis. Your current Staff Community Group Members are:

Swansea



Emma James
Swansea
(BSG - HR Officer)



Natalie Slee
Swansea
(BSG - Marketing Assistant)

East Wales



Owain Davies
Cardiff
(IS - Associate Solicitor)



Cherrie Powell
Caerphilly
(LTP - Legal Executive)

West Wales



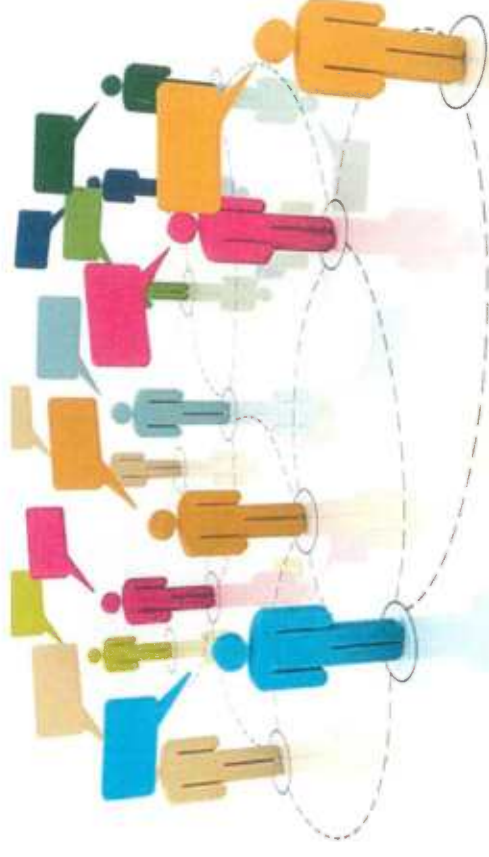
Sean Boucher
Carmarthen
(LTP - Associate Solicitor)



Beth Evans
Fishguard
(BSG - Business Support Assistant)



Abigail Salter
Cowbridge
(Commercial Property - Trainee Solicitor)



HEALTH AND SAFETY

Policy

As your employer, JCP Solicitors is committed to providing you with a safe and healthy working environment.



The business strives to achieve this by ensuring that there are no defects that could affect your working conditions. In the event of any defects being discovered which threaten your health or safety, or the health and safety of your colleagues or any other individuals who may be on the premises, you should bring these immediately to the attention of the HR Officer (Emma James) or the Facilities Officer (John Delve).

The business relies on each and every employee to exercise due care and diligence in their day to day work by ensuring their actions and methods of work do not put other persons at risk.

HEALTH AND SAFETY



Accidents

All accidents involving injury, no matter how trivial, should be notified to the HR Officer immediately.

Details of the accident must be recorded in the accident book found on receptions of all offices.

PLEASE NOTE: You should report any dangerous occurrences that have taken place to the HR Officer, even a near miss, which has not resulted in injury.



Your First Aiders

Name	Job Title	Office	Contact Number
Andrew Meech	Director	Swansea, Venture Court	01792 525419
Chris Davies	Director	Swansea, Venture Court	01792 525474
Abbie Sparrow	Accounts Clerk	Swansea, Venture Court	01792 525442
Lesley Kerr	Legal Secretary	Haverfordwest, Oak Corner	01792 529612
Sarah Evans	Legal Advisor	Fishguard, Sycamore Lodge	01348 871019
Sophie Davies	Associate Solicitor	Fishguard, Sycamore Lodge	01267 248886
Delyth Morris	Office Co-Ordinator	Carmarthen, Quay Street	01267 248895
Richard Howells	Director	Carmarthen, Quay Street	01267 248981
Jill Bulteel	Director	Pontypridd	01443 490883
Rachel Sebury	Business Support Assistant	Pontypridd	01443 490880
Allison Deere	Legal Secretary	Cardiff	02920 379572
Sharon Walters	Legal Secretary	Cardiff	02920 379563
Denise Cook	Legal Secretary	Cowbridge	01446 776086
Danielle Parsons	Legal Assistant	Cowbridge	01446 776124
Amanda Grandi	Business Support Assistant	Caerphilly	02920 855275
Karen Johnson	Legal Assistant	Caerphilly	02920 855271

Mental Health First Aiders

Name	Job Title	Office	Contact Number
Emma James	HR Officer	Swansea & West	01792 525410
Tammy Nurse	Business Support Manager	Cardiff & East	02920 379564



HEALTH AND SAFETY

Fire Precautions

Fire escapes and emergency exits must be kept clear at all times.

If you are aware of a problem in relation to a fire escape or emergency exit, you should immediately report the fault to the Facilities Officer or HR Officer.



Evacuation Procedure and Fire Drill

You will be shown the evacuation and drill procedures by the Fire Marshals in your own office.

Please ensure that if you visit an office you have not visited before, you ask the Fire Marshal to show you the fire procedure.

Your Fire Marshals are....

HEALTH AND SAFETY

Fire Marshals:



Name	Job Title	Office	Contact Number
Emma James	HR Officer	Swansea, Venture Court	01792 525410
John Delve	Facilities Officer	Swansea, Venture Court	01792 529697
Lesley Kerr	Legal Secretary	Haverfordwest, Oak Corner	01792 529612
Beth Evans	Business Support Assistant	Fishguard, Sycamore Lodge	01348 871041
Arwel Davies	Director	Fishguard, Sycamore Lodge	01348 871013
Delyth Morris	Office Co-Ordinator	Carmarthen, Quay Street	01267 248895
Richard Howells	Director	Carmarthen, Quay Street	01267 248981
Sarah Street	Legal Secretary	Pontypridd	01443 490884
Rachel Sebury	Business Support Assistant	Pontypridd	01443 490880
Casey Jenkins	Business Support Assistant	Cardiff	02920 3979567
Sharon Walters	Legal Secretary	Cardiff	02920 379563
Amy Henson	Business Support Assistant	Cowbridge	01446 776086
Danielle Parsons	Legal Assistant	Cowbridge	01446 776124
Amanda Grandi	Business Support Assistant	Caerphilly	02920 855275
Jean Gurner	Legal Secretary	Caerphilly	02920 855278

HEALTH AND SAFETY

Fire Procedure

If you discover a fire:

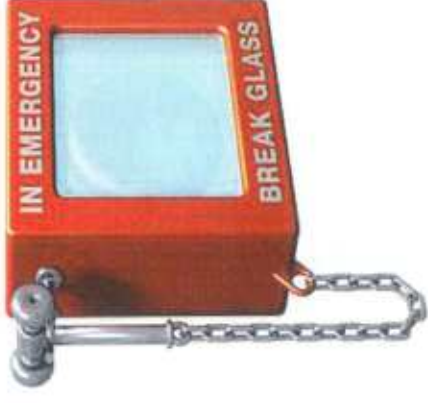
- Immediately contact a Fire Marshal or senior employee
- The senior person present will call the fire brigade immediately by using the phone to dial 999
- Everybody that is affected will evacuate the building by the nearest available exit and proceed to the fire assembly point
- The Fire Marshal / Senior employee present will take charge of the evacuation and ensure that everyone is accounted for.

Remember:

Use the nearest available exit

Do not stop to collect personal belongings

Do not re-enter the building until told to do so



HEALTH AND SAFETY

No Smoking Policy

If you are a smoker, you are allowed to smoke outside the business' premises in a designated smoking area which is located around the side or back of the building . You are not permitted to smoke anywhere inside the office building or directly outside the main entrance where clients, visitors or prospective clients will see you.



Please let me know if you would like me to show you where the designated area is.

You are not permitted to take cigarette breaks during working hours and should confine this to before work, your lunch break, and after work.

NEW EMPLOYEE PAPER WORK

Can you please:

- Provide me with a copy of your passport
- Please provide me with a copy of your P45 if you have been previously employed
- Tick and sign your induction checklist to confirm you are happy you have received the relevant training
- Carefully read the policies and sign the disclaimers to confirm you have read in the Staff Handbook and understood them. Please update the 'Business Policy Adherence' section of the HR Portal by the end of your first week.

Please don't hesitate to ask HR if you have any questions or queries in relation to the paperwork or any other topic covered in the induction.

Say Cheese....





HR – Staff One Month Review Form

Name of Staff Member:

Date of Review:

How are you settling into JCP life generally?	
How did you find the induction training? HR IT Quality Accounts	
Do you feel you have received sufficient training to date to fulfil your role? Do you require any further at this point in time?	
Do you feel comfortable using the HR portal?	
Any other comments/issues?	

End of Probation Review with Line Manager scheduled for:

Section 4: People management (To include MAS QF evidence where relevant)

Total no. of major non-compliances (Enter numerical value)	0	Total no. of minor non-compliances (Enter numerical value)	0	Total no. of areas of good practice (Enter numerical value)	8	Total no. of suggestions for best practice (Enter numerical value)	3
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Lexcel Req. No.	Non-Compliance Type (Minor / Major)	List non-compliance (Indicate if pre-existing)	List corrective action required

Areas of good practice (Examples of good practice or areas in which minimum Lexcel requirements are exceeded)

AGP 7: The induction process for new starters, while currently fit for purpose, is to be modified in the light of suggestions made for improvement from several directions. In particular, more attention is to be given to mental health issues in order to raise personnel's awareness and to ensure that no associated stigma exists. Training courses are also to be conducted for established staff and these will form part of the already comprehensive training programmes provided.

AGP 8: Many members of staff reported, during interviews, that the Firm actively encourages suggestions for improvement and hints for initiatives, such as ways to improve contact with local communities.

AGP 9: Regular meetings are held during which changes in procedures and regulations are communicated effectively to members of staff. These communications invite responses so that managers are assured that the messages have been received as intended.

AGP 10: The Company's policy of recruiting trainees and making sure that, in appropriate cases, they are given permanent employment within the Company is a good example of the importance attached to employing staff of high calibre and nurturing new staff. The Firm engages with an apprenticeship programme, a further example of contributing towards the welfare of the community.

AGP 11: Training is provided and supported to enable staff members to achieve formal qualifications as well as to improve their skills, both technical and administrative.

AGP 12: Many of those interviewed reported that, although they found their work challenging, the Firm supported them at all times in ensuring a stress-free environment. Flexibility, as well as firmness in management style contributes significantly towards a healthy work-life balance.

AGP 13: Mental health is taken very seriously by the Firm (AGP 7 above refers): a training programme is being designed in this important aspect of well-being and staff's awareness of the significance of stigmatising mental ill-health will be raised as a consequence.

AGP 14: The Firm produces a regular newsletter in addition to its various other ways of communicating developments to staff.

Suggestions for best practice (Areas for improvement)

SBP 1: Coaching might be introduced as a tool in the management of people. This introduction might be effected in conjunction with, say, an ILM¹ qualification in Coaching and Mentoring for a few select, fairly senior managers before eventually embedding the practice throughout the whole Firm. In its list of benefits potentially accruing to an organisation as a result of coaching, a recent CIPD² report included improvement in productivity, quality of performance and service to clients. There is also evidence of improved retention of staff (although not an issue at JCP!), since the adoption of coaching demonstrates that the Organisation is committed to developing its staff. These and other advantages to the Firm would be in addition to those afforded to the employees, which would include improvement in managerial and interpersonal skills, being better able to use one's own initiative, and being generally more confident.

SBP 2: Similarly, a management training programme might be considered for introduction as a result of which managers at varying levels are given an opportunity to gain ILM¹ or CMI³ qualifications.

¹ Institute of Leadership and Management

² Chartered Institute of Personnel and Development

³ Chartered Management Institute

SBP 3: It was reported by more than one member of staff during interviews that although formal team meetings are held regularly, there may be additional benefit to arranging for different teams to meet each other to exchange views and share experiences.

Training	Target for 2020	Proposal
Coaching	2	IG to attend external 3 day course - Internal Interactive workshops to be developed
Team Mentoring	1	Internal Training may be included in coaching
Managing Stress	2	2 1/2 hour workshops to be provided internally - funded by WFCO
Emotional Burnout	2	Internal training to be developed for CIP Firm & COP initially
Managing Mental Health	2	2 1/2 hour workshops to be provided internally - funded by WFCO
Managing Menopause	1	Send to seminars below / Internal courses / provided by WFCO funding?
Managing Difficult Conversations	2	Internal Short courses
Performance Management	1	Internal Short course / online courses dependent on time constraints
Managing Absence Management	1	Internal Short course / online courses dependent on time constraints

Free Seminar?	12/12/2019	St Pauls - Port Talbot	9.30am - 11.30 am
Supporting menopause in the workplace	15/01/2020	Brigford hotel - Bridgford	9.30am - 11.30am
Supporting menopause in the workplace	11/09/2019	The Grove Golf Club, Northwold	9.30 - 11.30am
Supporting menopause in the workplace	22/04/2019	Mortlake hotel, Swanside	9.30-11.30am
Mental Health Awareness for Managers	28/04/2019	Village hotel, Swanside	11.00 - 2.00pm
Mental Health Awareness for Managers	29/04/2019	Village hotel, Swanside	12.00 - 2.00pm
Preventative workplace toolkit for	12/07/2019	Castle hotel, near	9.30 - 11.30

Developing Professional Practice in Human Resources – 5CDPP – Assessment Activity 3 (EV17)

Case Study: Apprentice Recruitment

By way of background, JCP Solicitors are a regional law firm with approximately 215 employees. The Deputy Legal Team deal with clients with neurological conditions, most having suffered traumatic brain injuries. The team is responsible for managing their clients' everyday financial affairs and the team does this by offering a very personal service. The team is led by JCP director Lynne Morgan, who is a Court of Protection appointed Professional Deputy.

Due to the niche service the team offer and nature of the work involved, Lynne and the team have faced difficulties in recruiting Legal Assistants and Administrators. The nature of the work covers every part of the clients' lives, so correspondence and information dealt with can be sensitive and highly personal. It is therefore as essential that matters are dealt with maturity and utmost confidentiality.

Having pursued a number of avenues for recruitment of appropriate support staff and enduring negative and costly experiences, I proposed the consideration of bringing an Apprentice into the role – a suggestion Lynne was initially quick to discount. Using my knowledge and expertise in the area of recruitment, I presented to Lynne the benefits of hiring an apprentice, based on my experiences to date. These benefits included:

Work ethic: apprentices introduce enthusiasm and a willingness to learn, as well as enabling the business to train the next generation by helping young people into a career.

Growth and development: JCP currently have a number of employees who commenced their employment as apprentices, before going on to secure Legal Assistant and a wide variety of other positions. Longevity in a role and the business on the whole is key to the firm's ethos.

Adaptability: An apprentice is unlikely to have developed bad working habits, and can be 'moulded' to understanding the values of the team and company through their work.

Financial: An apprentice in the first year of their apprenticeship is entitled to a minimum hourly rate of £3.90, which is substantially less than National Minimum Wage.

Assisting my knowledge and experience in the subject of recruitment is my commitment to the organisation having been a member of staff for almost 13 years, and the strong relationship I have built with Lynne and the other Directors over time meaning my opinion is valued when a proposition is made – proving ability to build alliances with stakeholders.

Having considered the information provided to her, Lynne and I proceeded with the interview process to include apprentices. This resulted in a successful applicant who is now completing his Level 3 in Business and Administration, and is a fantastic fit for the team. I would envisage him being offered a permanent position upon completion of his apprenticeship.

Developing Professional Practice in Human Resources – 5CDPP – Assessment Activity 4 (word count: 1055)

This report will look to establish how a HR professional can work collaboratively with others, as an effective and proactive team member to achieve both individual and organisational success.

Teams can be described as groups of individuals who share a common goal, achieved through individual input and social interaction. A team is dependent upon the individual contributions and collective team contributions equally, as responsibility is evenly shared for results produced (Watson G, 2010). Poor team working can ultimately lead to substantial losses both for motivation and performance of individuals, as well as the organisational productivity (Taylor and Woodhams, 2016).

In most organisations, team work and being a team player is a fundamental attribute when succeeding and progressing in a job role. The role of management will be to allow individual team members to work together as one cohesive, productive unit (Buchanan and Huczynski, 2017).

There are a number of theories surrounding team dynamics.

Belbin, M (www.belbin.com) developed a framework to understand 9 distinctive team roles existing within a high performing team, each of which having strengths and weaknesses but each being equally important. Each role is grouped under three headings:

1. **Action roles:** Shaper (moulds team members ideas, turning thoughts into action), Implementer (practical thinker, processes theory into practice), Completer-Finisher (ensures deadlines are met whilst safeguarding quality).
2. **Social roles:** Coordinator (collaborates ideas of team members, delegates tasks, ensures all viewpoints are considered), Team worker (considers interpersonal relationships and ensures cohesion of team members), Resource Investigator (shares information from external sources and considers opportunities).
3. **Thinking roles:** Plant (offers creative and imaginative thinking), Monitor-Evaluator (provides a strategic, critical, conscientious approach), Specialist (delivers input which is expert, technical and specific).

Belbin considered that individuals tend to consistently adopt one or two team roles, generally identified through a 'Team Role Questionnaire'. In using the Belbin approach, team members are able to consider their individual assets, thereby leading to more effective communication amongst the team and management (Buchanan and Huczynski, 2017).

Tuckman (1965) identified a theory of team development, which considers the 5 somewhat predictable different stages which teams go through over time:

1. **Forming:** Oriental stage of development process, where individuals seek direction, guidance, purpose, structure and leadership.
2. **Storming:** Duties and roles are negotiated, usually involving conflict and confrontation.
3. **Norming:** Team members settle into allocated roles through collaboration and cooperation.
4. **Performing:** Team is fully functional and members have a clear understanding of individual responsibilities to achieve common team goal.

5. **Adjourning:** Final stage of process where objective is achieved and team disbands to recommence the process.
(Watson, 2010).

Tuckman's model is still a relevant illustration of team development, where each stage can be effectively managed by a leader who has the knowledge, understanding and tolerance to provide support and guidance throughout the process (Miller, 2014).

A variety of teams will exist within an organisation, and HR Professionals will often work amongst teams to include fellow HR professionals as well as other groups of people entirely. Buchanan and Huczynski (2017) have considered the various forms of teams within an organisation:

1. **Advice Team:** created by the management team to receive information they require in order to assist in decision making.
2. **Action Team:** a team comprising of individuals specialised in terms of their knowledge and skill set, coordinated amongst all members.
3. **Project Team:** a collection of individuals who have united for a limited time period to complete a specific task.
4. **Production Team:** consisting of individuals performing specific core operations with common production goals.

Each of these forms of teams can have performance levels affected by the following "Big Five" teamwork activities, as identified by Salas Et al (2005):-

1. **Team Leadership** (providing guidance and motivation of team members)
2. **Mutual Performance Monitoring** (ensuring all team members stay on track to prevent or correct mistakes)
3. **Backup Behaviour** (providing support and ensuring even distribution of workloads)
4. **Adaptability** (identifying a change in situations and adjusting accordingly)
5. **Team Orientation** (cooperation and coordination amongst team members).

Furthermore, it should be considered how political behaviour can be a factor in organisational success. Politics within an organisation is the process where influential tactics are used towards individuals and groups to improve personal or organisational interests. Individuals with political skills tend to progress further in their roles, as well as improving upon organisational successes (Jarrett, 2017). A political approach can be a legitimate one as long as the end goal is reasonable and permissible in so far as the organisation is concerned. Kakabadse (1983) highlights the following approaches adopted by organisational politicians:

- Stakeholders are identified
- Comfort zones are recognised and focused on so that image alignment can be achieved to those in senior and powerful positions
- Interest groups and people of influence are identified through efficient use of the network
- Gatekeepers are identified through entry to the network, and norms are adhered to
- Where a mutually beneficial situation arises, deals are made and support is provided to other parties
- Information is cautiously withheld as and when required.

As suggested by Horn, 2009, political behaviour is described as “taking a particular view or position with the intention of personally gaining from that position”. Therefore, from an organisational perspective, political agendas could potentially be considered as a damaging strength when not aligned to organisational goals and values.

However, it can also be thought that political activity within an organisation may not be dysfunctional when considering organisational effectiveness. Many managers can in fact feel that their political actions are on behalf of their departments or teams, and generally in the best interest of their organisations overall. It should also be noted that political behavior within an organisation is not inherently bad, and in many instances the success of departments will be inherent to the longevity of a company, which is the reason why an understanding of both power and organisational politics will be an integral skill for managers (www.openstax.org).

In summary, through the correct approach in practicing politics, the interests of both individual and organisations on the whole can be met fairly and appropriately (www.mindtools.com). When it comes to team dynamics, there are a number of theories surrounding team roles and their development, yet the most positive and successful teams will consist of members who trust each other, are working towards united decision making and are each accountable for outcomes (www.deakinco.com).

Reference List

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Kakabadse, A (1983) – *The Politics of Management* - Gower, Aldershot.

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Miller, T (2014) – *When Four Worlds Collide* – Available at: www.trainingjournal.com (Accessed 2nd January 2020).

Salas, E Et al (2005) – *Is there a “Big Five” in Teamwork?* – Available at: <https://journals.sagepub.com/doi/abs/10.1177/1046496405277134> (Accessed 2nd January 2020).

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Watson, G (2010) – *Developing Skills for Business Leadership* (Second Edition).

Developing Professional Practice in Human Resources – 5CDPP – Assessment Activity 5

I have undertaken a CIPD self-assessment at Band 2 of the HR Profession Map. I have considered the below mentioned selected areas to best suit my personal development plan for the coming 12-18 months and beyond, and have detailed below the key possible development needs which have been revealed as a result of the self-assessment.

My Personal Development Plan contains a selected number of planned outcomes for my development, which are in line with both objectives set in my appraisal and also with the HR team strategy for the time period.

Leading HR – development actions

- Champion the use of metrics and measures in the organisation. Demonstrate a commercial mindset by ensuring that measures and KPIs are integrated into all people plans and projects, and that all projects are appropriately costed in terms of budget and resources, clearly showing a return on investment.
- Ensure your development plan includes continuing development of your own knowledge and expertise. Make sure you remember to develop areas of expertise that interest you less, as well as those which you're actively involved in - it will make you a more rounded professional.
- Seek out a mentor in the organisation who works in a different area to you. Spend time with them to discuss your development plan, and ask for feedback and coaching from them to support you.
- Undertake a learning needs analysis for your team - against the requirements of their roles, and also what they will need to deliver for the business in the next 12 months. Consider different ways of introducing new skills to the team which will make them more effective in the way they support the business on people issues.
- Apply the organisation's talent processes to your own team to develop clear talent management and succession plan for all critical roles.
- For each people plan / project you're working on, develop objectives and measures which can be evaluated at the end - consider both financial metrics to demonstrate return on investment, as well as people and business metrics. Set out a project plan with key dates, milestones where you need to check in and get sign off with key stakeholders, and resources.
- Research HR budgetary models adopted by other organisations. Consider how your organisation could manage HR budgets more effectively, efficiently and minimising any financial risk.
- Review the overall people strategy for the organisation, and consider how the HR operating plans are aligned to this. Do all plans and projects support the overall people strategy, and are they all offering a return on investment? If not, consider whether those plans need to be reworked.
- Ask your team for feedback on your management style. (You could consider anonymous 360 feedback here.) Spend time with each team member to understand their preferred way of working and learning, so you can be ready to adapt the way you work with them appropriately.
- Research different ways of managing and evaluating the performance of your team by speaking to peers inside and outside of your organisation. Which approach to measuring team performance will most effectively demonstrate the impact your team has on the business?
- Spend time with the finance team to understand how to read and use budget sheets, P&L sheets and other financial information which is regularly shared in the organisation (don't limit yourself to HR financial data - consider data around the organisation's performance as well)

Employee Engagement – development actions

- Conduct an employee segmentation / grouping exercise with senior managers. Draw distinctions between different groups of employees and identify the strategies that will drive greater connection and engagement for specific segments.
- Discuss the results of employee engagement research (in your own and other organisations) with senior line managers. Work with them to identify strategies to drive greater engagement from their employees.
- Design and deliver employee engagement solutions for your organisation.
- Compare and benchmark your organisation's approach to employee engagement with other organisations in your sector as well as with wider organisations who have been recognised as leaders in this area (e.g. award winners). Identify and share best practice which will be of benefit to your organisation.
- Develop processes which generate ideas and solutions to address employee engagement issues. Encourage participation from a broad cross-section of the organisation.
- Define key measures and performance metrics (such as retention, attendance, productivity) to evaluate the impact of engagement interventions and track these regularly to assess impact. Refer to existing case studies and evaluation research on the CIPD and 'Engage for Success' websites.
- Lead the roll out of employee research (such as an employee survey followed up with focus groups) for your organisation to measure the level of engagement in the organisation and key reasons behind this.
- Attend external events, workshops and conferences on engagement research and practice to gain insights into current models, theories and innovative practice. This will also help you to build an external network of engagement experts.

Curious – development actions

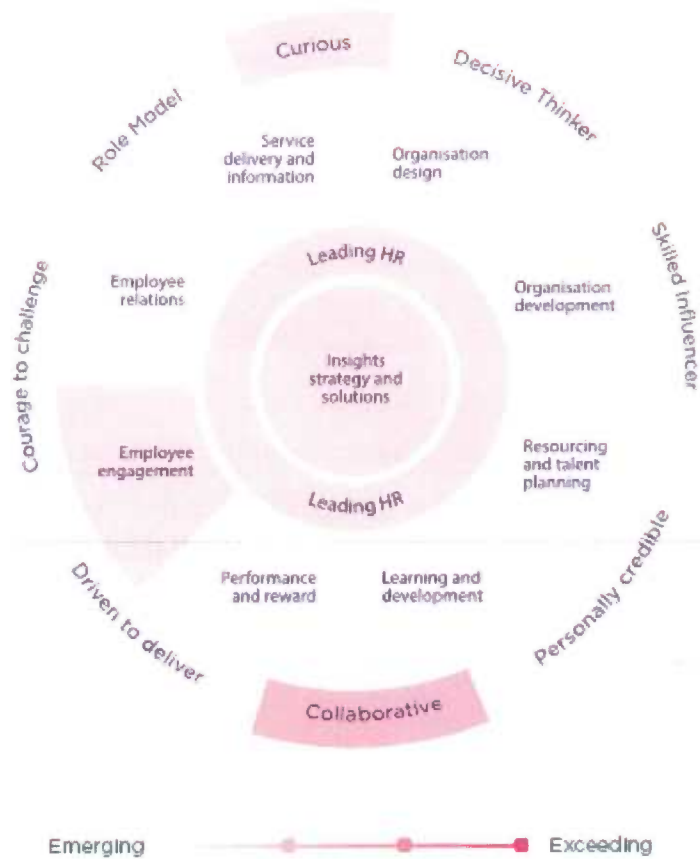
- Attend external HR networking events and workshops including those organised by your local CIPD Branch as well as employment law updates and learning seminars. Prioritise those run for your industry / sector and / or your HR specialism or area of interest. Use the insights gained to improve HR advice and solutions in your own organisation.
- Volunteer to act as HR representative on a wider organisation working group or project to broaden your knowledge and experience of collaborating with other functions and departments.

Collaborative – development actions

- Deepen your knowledge of the individuals you work with and, particularly, your team members. You may want to organise a team event which includes a personality psychometric (MBTI or FIRO-B personality tools may be useful) or a strengths-based tool (e.g. StrengthsFinder or StandOut). Consider how you can better leverage the strengths of individuals in the team.
- Invite wider HR colleagues to join your team to work on a specialist project or encourage your team members to work with others teams to share their expertise or viewpoint.
- Seek to resolve sensitively a current interpersonal issue or misunderstanding within your team or the wider department. If appropriate, offer to facilitate a discussion between two or more parties to find a constructive way forward drawing on mediation techniques.

STUDENT ASSESSMENT

Your assessment results



Development plan

NAME:	Emma James	MEMBERSHIP NUMBER:	55405797
COVERING THE PERIOD FROM:	1 st January 2020	TO:	31 st May 2021

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
Continue development of knowledge and expertise	Attend CIPD events, in-house workshops, external training courses and seminars	Support from organisation and HR manager to take the time to attend	Knowledge development in all aspects of HR and HRM. Use insights gained to improve HR advice and solutions	Review progress: 1 st July 2020 Completion: N/A – continual
Contribution to the talent management and succession plans for critical roles within teams	Shadow and work alongside HR Manager to ascertain what needs to be done for talent management and recruitment (of line managers, fee earners, support staff and trainee solicitors)	Team strategy plans to view in line with HR strategy	Ensuring all teams within the firm are fully equipped with required staffing levels	Review progress: 1 st July 2020 Completion: N/A – continual
Design and deliver employee engagement solutions for my organisation	Create and distribute employee engagement surveys to all staff	Survey Monkey, Outlook and HR manager guidance	To obtain valuable feedback from staff, evaluate and communicate results, and work towards revealed areas of improvement	Survey distribution: 28 th February 2020 Completion date for improvements: to be considered/reviewed on receipt of survey results