

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

Activity 2

Word Count:

Student Name: Paul Bennett

Student Number: 1905437

CIPD Membership Number:55439410

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed:

Date:

Activity 2

How the CIPD HRPM professional areas and bands define the HR profession and why the behaviours are essential to be an HR professional

Executive summary

The CIPD professional map (CIPD, 2013) sets the standards for all HR professionals. It will give the knowledge and behaviours required to be a success in the HR industry. During this report, we will discuss each of the 10 professional areas, the four bands and three transitions required to progress through the bands. Also, how they define the profession. The report will also identify the eight behaviours that HR professionals need to carry out their day to day activities and how they portray themselves in their professional careers.

Main Body

Looking at the 10 professional areas first, they apply to all HR professionals at all levels of their careers. The professional areas detail knowledge and responsibilities that any HR professional will need, each professional area comes with 4 bands of professional competence that list the contribution needed to fulfil that band and move onto the next.

The ten Professional Areas:

- Organisational design
- Organisational development
- Resourcing and talent management
- Learning and development
- Performance and reward
- Employee engagement
- Employee relations
- Service and delivery

Core Areas

- Insights
- Strategies and solutions

There are 4 bands, 1,2,3 and 4. Three transitions will assist the HR professional move between the four bands. The 4 bands define where you are with your career. Band 1 is the start of your HR journey and band 4 is for the most senior leaders.

They are designed to define the profession and were developed in collaboration with HR and L&D professionals alongside academics. The aim was to set a very high standard and identify what the best HR professionals were doing, what they know and understand. All this was completed to make a substantial difference in the performance of any organisation at any level.

In 2018 The CIPD released a new professional map (CIPD, 2018), this is broken down to 3 purpose and values at the centre. 6 core knowledge areas, 8 core behaviours, and 9 specialist knowledge areas. The new professional map states that it has moved on since the 2013 map with new specialisms and priorities. The CIPD State that the new map has people at the heart, it simplifies things and is a truly global standard for all HR professionals.

Both of these maps are designed to make us professionals (Lester, 2010) defines a professional as:

Makes proficient use of expert or specialist knowledge, exercises autonomous thought and judgement, and makes a voluntary commitment to a set of principles.

Another school of thought suggests that a professional needs to be a member of a governing body which has a formal membership with admission barriers and membership criteria (Taylor, 2016)

The HR profession has a governing body in the form of the CIPD. It has a very high level of integrity and is the only professional body operating.

The CIPD has codes of conduct on professionalism (CIPD, 2020)

- Professional Competence and Behaviour
Maintain Knowledge and competence
Provide a professional current service
Take responsibility of their actions
- Ethical standards
All relationships must be based on confidence, trust, and respect
Establish sensitivity for customers, practices, and culture
Safeguard all confidential data.
- Representative of the Profession
Act in a way that sustains the reputation of the profession
Comply with all laws
Be a role model and ethical
- Stewardship
Be fair and reasonable and encourage this in others
Challenge unlawful and unethical behaviour

According to (Taylor, 2016) the definition professional in HR is not one-dimensional. Many elements can be summarised in the following:

- Managing self
- Managing in groups or teams
- Managing upwards
- Managing across the organisation

To manage others, firstly we need to manage our skills, knowledge, and behaviours. When these are controlled only then can we move on to managing others.

To be Professional the CIPD 2013 map (CIPD, 2013) talks about 8 behaviours: (Armstrong, 2017) explains these behaviours in detail

1. Curious- shows an active interest in the internal and external environment and the continuous development of self and others.
2. Decisive thinker - demonstrates the ability to analyse and understand data quickly and can use the data to make judgments and decisions.
3. Skilled influencer – Demonstrates the ability to influence stakeholders across a complex environment.
4. Driven to deliver – demonstrates an ability to act and is willing to take accountability to deliver results.

5. Collaborative – Works effectively with colleagues, clients, and stakeholders.
6. Personally credible – Has a proven record of reliability and results even when facing difficult situations.
7. Courage to challenge – Shows confidence to speak up and challenge at all levels.
8. Role model – Leads by example, has integrity and sound personal judgements.

Conclusion

During this report, we have looked at the Profession map of 2013. The map defines the behaviours we should have as HR professionals. The types of work we should be involved in using the professional areas. It also gives us the road map of how to transition throughout an HR career with the 4 bands and 3 transitions.

The report looked at what it means to be a professional. Simply put, we should either have the knowledge and skills or obtain them. Then those skills should be used in an ethical, competent, fair and appropriate way to manage people.

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing professional practice

[Activity 4]

Word Count: 957

Student Name: Paul Bennett

Student Number: 1905437

CIPD Membership Number: 55439410

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Executive summary

This report will look into the concept of teamwork and group dynamics. Teamwork is a key factor for any organisation as all professionals at some point must work together. More so with HR as any Hr professional must interact with all levels of the organisation from the stakeholders to the shop floor employees.

If an organisation has poor teamworking practices that organisation will suffer large losses in productivity and also production.

This report will discuss positive team and how they work.

In the second part of this paper we will discuss political behaviour in organisations and the impact from this type of behaviour.

Main Body

Let's start with the different types of team (HUCZYNSKI and BUCHANAN, 2010) state that team can be in many forms:

- Advice teams (review teams or quality control team)
- Action Teams (negotiation teams)
- Project teams (planning or research team)
- Production teams (assembly or production teams)

All teams are different in size and function based on the need for the team and why they were created.

Teams go through four stages, these are defined by (Tuckman, 1965)

1. Forming – This is the stage at the beginnings of a team, most of the members are polite and positive. Others are Anxious and concerned about the work the team will produce. The Leader will play a very dominant role as work loads are not clear yet.
2. Storming - This is the stage when we first start to see personalities and boundary limits are pushed. This normally begins with confrontation between team members and may lead to a frustrated team. Many teams fail at this stage and never move past it.
3. Norming – if the team moves past storming, team issues are starting to be resolved and there is evident strengths and weakness for each member. The team may start to socialise and start to ask each other for assistance.
4. Performing – This is the peak of teamwork; the team goals are starting to be achieved. There is little friction and the team works.

There was one stages of this added at a later date – Adjourning, this is the stage when the team is disbanded, maybe due to organisational change. Most performing teams find this stage difficult due to close colleagues moving on or an uncertain future

Hr Professionals need to be members of many different teams all at once from stake holder teams to the production teams whilst still completing their day to day work.

Teams need 3 things to work efficiently (Cioca, 2017) states that effective teams need:

1. A mission, goals, and to formulate action plans.
2. To communicate and coordinate with each other
3. To problem solve, then adjust and assist each other

All this with someone then managing conflict, supporting the team in difficult times will keep the team on track and together.

Each team will be affected by a number of different factors (Taylor, 2016) the biggest factor being the individuals in that team, The leadership of the team, power and status issues and communication.

To work effectively with teams any HR professional will need to understand the dynamics of each team and that they will affect the balance of the group. The skills required from a HR professional to navigate these issues are collaborative working and conflict resolution.

(Forsyth, 2009) Suggests a HR professional needs to be clear what all the individuals require, discuss the needs and then negotiate a solution that appeases all but does not benefit only part of the team. This will involve compromise from all parties.

Add politics into the Team dynamic and this can then really start problems. If the politics are dysfunctional this can really affect the organisation and impact the bottom line. Organisational politics according to (Mintzberg, 1983) Is just another influencing process and it is important for leaders to understand the forms it can take and how to use it for the good of the organisation.

The Harvard Business review (Jarrett, 2017) study shows that politics are a variety of activities associated with influence tactics to make a personal or organisation gain. The study also shows that people with good political skills gain more personal power and suffer less stress because of the power.

The people with good political skills often use the following approach outlined by (Kakabadse, 1983):

- Identify the stakeholders
- Concentrate on their comfort zones
- Work on the comfort zones and align their image with the stakeholder
- Use the network – identify the people with the power
- Enter the network – adhere to the norms of the group
- Make deals – Agree to support others where there is mutual benefit
- Withhold information as appropriate and withdraw when the going gets rough.

(Kakabadse, 1983) also states that to be politically sensitive one needs to know how things are done in the organisation and who makes the decisions. She also states that to keep politics working for the organisation, it should manage its operations as transparent as possible and to ensure everything is debated fully and any difference are dealt with and are impersonal.

In conclusion Teamwork is often a crucial part of an organisation, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals. As stated previously that when you add in a political sensitive team member, they tend to sway the balance of the group when aligning themselves with the perceived leader. It is always important to remember if an Organisation is political that it needs to be transparent and all agendas are impersonal.

References

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- HUCZYNSKI and BUCHANAN, 2010. *Organizational behaviour*. 7 ed. london: Prentice hall.
- Jarrett, M., 2017. The 4 Types of Organizational Politics. *Harvard Business Review*.
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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing professional practices in Human Resources

Portfolio of workplace evidence

Word Count:

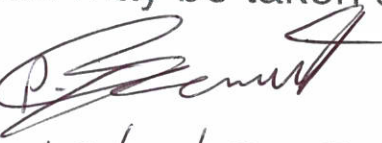
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10/1/2020

This portfolio of evidence relates to an organisational change in August of 2019.

The change prompted by an Accident at 1 of our 13 sites.

A member of staff was hurt after servicing a gaming machine with no training or experience and also without authorisation.

The initial incident was investigated by our Commercial services Executive. After consultation I was given the lead on the project. The project was urgent, so I set a goal of 2 months maximum to complete.

The project involved many meetings and discussion, which led to the report dated 10.08.19. This was then green lighted by the CEO.

The project was completed within the two-month timescale and has now been incorporated into company policy.

The completed policy includes:

- Policy document
- Risk assessment
- Core skill documents to ensure sign off
- Training packages
- Examination
- New E learn Training package

Due to sensitivity I could not include all documents. Included in this portfolio are:

- Various emails (edited)
- Report to company Stake holders
- Gantt chart timeframe
- Core skill documents
- Training package
- Basic exam paper.

Activity 1 is also attached to this scan.

Subject: FW: E-learn Electrical Training

From: [Richard Thomas](#)

Sent: 08 August 2019 10:00

To: [Jayne Beynon](#); [Paul Bennett](#)

Cc: [Lisa Morgan](#); [Mike Wiltshire](#)

Subject: Re: E-learn Electrical Training

Hi JB/PB,

Thanks for the email. before I came away I had some thought into the AWP safety post Nantgarw, (discussed in brief with Lisa). It's my first project once back at my desk. Under consideration are some of the questions rolling around my mind (in no particular order).....

- Engineer competency:
 - (a) There appears to be quite a difference across the estate with regards to Engineer training/qualifications.
 - (b) Not too much in the way of CPD
 - (c) Engineers do not appear to have any awareness of Legislative updates. (Linked to CPD)
 - (d) No external checks on quality of work, (e.g. the recent repairs at Nantgarw were checked by Blue Monkey who confirmed they were dangerous and were re-done).
- Machine MOT: We rely on our Engineers to keep old legacy machines running. Should we be having these externally audited for safety on an annual basis? (not so much of an issue with newer machines as they fail more regularly).
- Manager training: Engineers train supervisors / CSA in respect of machine safety to complete their core and advance training, which is signed off by a Manager. But we don't appear to have training for Managers covered? At the end of the day they are just as likely to dive into the machines to try and unblock issues or stop alarms.
- Given the lack of CPD are we happy that Engineers complete training based on their 'time served' experience. Do we check the quality of their knowledge and learning delivery?
- Risk Assessments and Policies: These will be updated to reinforce what is current good practice (isolating machines from walls), but unfortunately NOT common practice.
- Machine Log Book: I'd like individual records stored within each and every machine with ALL works undertaken and by whom, this may not however be practical, and

From: [Paul Bennett](#)

Sent: 10 August 2019 15:27

To: [Richard Thomas](#) [Jayne Beynon](#) [Lisa Morgan](#) [Mike Wiltshire](#)

Subject: RE: E- learn Electrical Training

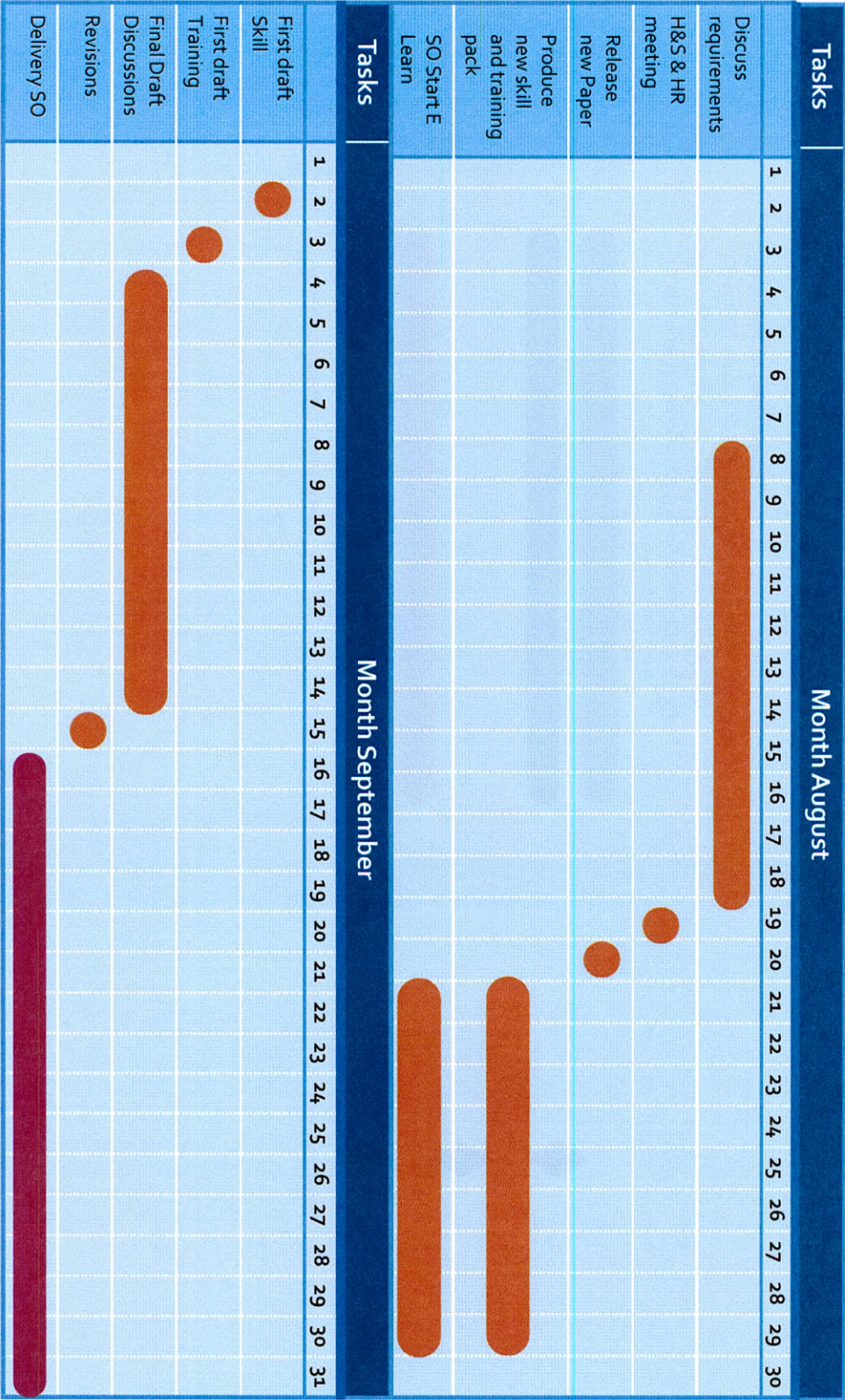
Hi all,

Please Find suggested time line, to complete and put this nightmare to bed!!

Many Thanks

Paul Bennett
HR & Training Officer
Castle Leisure Ltd
07972325554
01792610118

Electrical Safety pack timeline Aug/Sept



From: Paul Bennett
Sent: 10 January 2020 15:16
To: Paul Bennett
Subject: FW: core skills document

From: Richard Thomas <RichardT@Castlebingo.co.uk>
Sent: Tuesday, September 10, 2019 12:49:53 PM
To: Paul Bennett <PaulB@Castlebingo.co.uk>; Jayne Beynon <jayneb@castleleisure.co.uk>
Subject: RE: core skills document

Paul, I believe this covers the basic skill requirements. Can I suggest we change the title to Machines, (as you've done with the policy, to cover non-gaming machines such as the ATM and Coin (GeWete) etc.

Regards Richard

Richard Thomas [MCIOB] [Tech-IOSH]
Commercial Executive

Castle Leisure Limited, 1 City Road, Cardiff, CF24 3TQ
[e] richardt@castleleisure.co.uk [m] +44 7703648995

From: Paul Bennett <PaulB@Castlebingo.co.uk>
Sent: 09 September 2019 16:21
To: Richard Thomas <RichardT@Castlebingo.co.uk>; Jayne Beynon <jayneb@castleleisure.co.uk>
Subject: RE: core skills document

Hi Richard,

This is the Basic core skill we have talked about. It incorporates Collection and cash office.

Many Thanks

Paul Bennett
HR & Training Officer
Castle Leisure Ltd
07972325554
01792610118

From: Richard Thomas <RichardT@Castlebingo.co.uk>
Sent: Monday, September 9, 2019 12:25:00 PM
To: Paul Bennett <PaulB@Castlebingo.co.uk>
Subject: RE: core skills document

Paul, Attached. Regards RHT

Richard Thomas [MCIOB] [Tech-IOSH]
Commercial Executive

PB

Rev DRAFT

20.08.19

AWP safe maintenance and training review paper

(Inc. GeWeTe and ATM)

Executive Summary:

The following report has been developed following a procedural failure at Nantgarw leading to an accident with potential to cause serious harm or fatality. In considering the cause and effect, several associated issues have been considered. Past practice has been analysed and improvement recommendations made including Engineer competency assessment, CPD and training ability, introduction of minimum safety standards required for any person with access to a machine, rationalised training, machine condition surveys, the introduction of service history records and full review of Policy and Risk assessment paperwork.

1.0 Are Engineers suitably qualified to meet the business and industry requirements?

1.1 OBSERVATION:

Engineers are time served, internally progressed or externally trained and all have completed advanced electrical awareness training. However, disparity between qualifications and training is noted making comparable capability evaluation difficult, further complicated by no continued development program in place.

1.2 RECOMMENDATION:

(a) External assessment of all Engineers AWP related skill sets completed by an external specialist will establish a competency base line and identify possible additional training needs. A report generated by Blue Monkey following a meeting with Steve Miller (Corby) goes a long way to meeting these needs, but further input required to standardise assessment criteria [Lead PB/MW ongoing]

(b) Blue Monkey are prepared to complete this assessment on behalf of the Company at no cost. A standardised set of criteria will be developed between Blue Monkey and MW to be reviewed by PB/JP/Training. [Lead: MW to coordinate with Blue Monkey with assessments completed within 4 weeks from instigation i.e. prior to 27.09.19]

(c) Once assessments are completed, any required additional training identified can be arranged via SO'B. Copies of completed assessment to be uploaded to CASCADE for review. [Lead: SO'B]

(d) CPD (1): Currently JD has annual MCB technology refresher training in place for Engineers (via Leisure Technique). Blue Monkey have agreed to provide similar AWP REFRESHER TRAINING on behalf of the Company at no cost. Training criteria to be agreed, but should cover technology, legislative and best practice advancements. [Lead: MW: Suggest January 2020, quiet time, less holiday leave and following individual assessments].

(e) CPD (2): PB to investigate cost implication of electrical awareness refresher training for all Engineers [Lead: PB]

2.0 Checks on Engineers' repairs?

2.1 OBSERVATIONS:

Engineers are responsible for the machine upkeep. Overall competence can be established (1.2b above), but currently there is no mechanism for ongoing technical assessment. i.e. are repairs being completed correctly and safely? Could completed repairs be contributory to a failure or accident?

2.2 RECOMMENDATION:

(a) The introduction of individual machine safety inspection (much like a car's MOT)

for older 'maintenance heavy' legacy machines. At no cost to the business Blue Monkey have agreed to complete annual inspections and reports to be issued to MW/PB. The benefit being: -

- i. The establishing of common faults, components and machines.
- ii. Identification of poor or unsafe repairs (Specific or common)
- iii. Identification of Engineer skill set shortfalls that can be addressed through training

Note: MW is currently establishing number of legacy machines at each club over THREE years old. [Lead: MW]

Note: This is a diminishing problem as technological advancements, (P.C based drivers and LED lighting etc.) results in less maintenance, and therefore frequency can also be decreased.

3.0 Safe access to machines:

3.1 OBSERVATION:

Club Management, engineers, supervisors, administrators and CSA all have access to AWP, ATM and GeWeTe machines, completing repairs, top-ups, drops, minor fixes, alarm faults and re-boots. Currently: -

- (a) Engineer competency is noted.
- (b) Most Employees with access to machines have CORE Skills training,
- (c) 3x Employee have ADVANCED Skills training, (But not all signed off), which is reflected through wage enhancements where applicable.

(d) Clubs utilise untrained staff for perceived 'low risk' operations such as drop, top up or re-booting etc. This practice exposed the business, the employee and their colleagues to greater risk.

Note: Current CORE skilled training required a minimum 1-day electrical safety awareness course, gaming and legislative knowledge and Club Engineer training signed off by Management, (basic maintenance, top-up, jamb clearance, housekeeping, Playsafe etc).

Note: Current ADVANCED skilled employees undertake core skill training and a 1-year electrical awareness course with enhanced in house and one-off Blue Monkey training.

3.2 RECOMMENDATION:

Revise training into three bands.

(a) COLLECT AND FILL: Basic training including e-learning (online) electrical safety course and basic training from in house Engineer, the parameters of which shall be developed by Training / Blue Monkey. The program shall be sufficient and proportionate to allow basic skills such as on/off switch location, drop collection, filling, and rebooting etc. but no repairs or maintenance. The benefit being wider trained resource pool to cover basic tasks. [Lead: PB, already commenced.]

Training

Note: This would be the min. criteria required for anyone to access any machine.

Note: Online e-learning completed by SO'B, technical aspect delivered and signed off by Engineer. [Lead: SO'B, ongoing]

Note: Annual engineer refresher training learnings to be cascaded down to collect & fill skills level (and recorded).

(b) CORE MAINTENANCE: As existing, a 1-day electrical safety course and enhanced in house Engineer training, the parameters of which shall be developed by Training / Blue Monkey and overseen in practice by Engineer with appropriate sign off. The program shall be sufficient and proportionate to allow enhanced skills such as basic repairs, upkeep and cleaning etc.

Note: Existing skills criteria to be reorganised to reflect topic such as Health and Safety, Technical, Specific and general knowledge. [Lead: PB, already commenced.]

This will be the minimum criteria required to complete basic repairs.

minimum requirement for all managers (consider refresher as required)

annual engineer refresher training learnings to be cascaded down to

core maintenance level.

(c) ADVANCED TRAINING: Basically, as existing, requiring college electrical awareness and full Engineer training. the parameters of which shall be developed by Training / Blue Monkey and delivered by Engineer. The program shall be sufficient and proportionate to allow enhanced skills such as advanced repairs.

Note: As with Engineers advanced trained employees will need to attend annual engineer refresher course (1.2e above).

Note: Was the role created to develop future engineers to replace leavers (how many engineers have left the company?), cover rota or holiday for existing engineers. (Are the current incumbents signed off)?

Are we using these employees correctly? Is the plan to have a 'back up' advanced skilled Engineer at each club? This would be costly to train, there would likely be a wage enhancement and required CPD

4.0: Are Engineers competent in training skills?

4.1 OBSERVATION:

Currently this is not monitored and therefore we are unable to determine if 'trainees' (COLLECT AND FILL, CORE MAINTENANCE or ADVANCED), are being trained correctly, in the best interest of their own safety or the business.

4.2 RECOMMENDATION:

(a) Understanding and ability to communicate information will be stipulated in 1.2a above. i.e. Do Blue Monkey believe the individual Engineer understands the training to sufficiently communicate their learnings to others?

(b) COLLECT & FILL, CORE MAINTENANCE is signed off by competent Engineers/Managers, as existing.

(c) Training will be more focused as a result of reformatted 3.2a Core Skills documents being progressed by PB

5.0 Are common faults communicated on a cross club platform?

5.1 OBSERVATION:

Whilst there is an Engineers Mail Group set up, encouraging enhanced use, reporting of faults, repairs will assist in highlighting common faults and good practice recommendations/resolutions

Note

5.2 RECOMMENDATIONS:

Encourage use and develop open use policy. Adding MW, PB and RHT the group will assist in delivering awareness, training and H&S monitoring. [Lead: MW]

6.0 Ensure ONLY trained personnel have access to Machines?

6.1 OBSERVATIONS:

Regardless of task, key to safety is limiting machine access to appropriately trained personnel only.

6.2 RECOMMENDATIONS:

Under training recommendation (Collect & Fill) most staff are covered to complete basic tasks

(a) A list of trained personnel should be displayed in each club and updated regularly.

[Lead: PB post training]

(b) Employees will be reminded that only those suitably trained should undertake appropriate tasks.

Note: Employees should be made aware that in the interest of themselves, their colleagues and the business, nonconformity could lead to disciplinary action.

Employees concerned that colleagues are undertaking works outside of their training parameters should report up to Management or Executives, (In their own interest, their colleagues and the business).

(c) Occasional cross referencing of drop team members against training records will highlight anomalies ST can check under audit process?

7.0 Machine service history

7.1 OBSERVATION:

Machine specific R&M records are poor, recognising common faults, good or bad repairs or individual competency is therefore difficult (impossible) to measure. Also, machines move between clubs, therefore historic issues may not be known.

Note

7.2 RECOMMENDATIONS: OPEN FOR DISCUSSION.

Introduction of machine specific SERVICE history. Discussed to date have been:-

(a) Online, not easy to break down to individual machines, not easily transferable.

(b) Paper/booklet stored within machine. Potential for loss, or poor upkeep/recording is noted, and will require Engineer discipline. Format is easy to produce and reprint for new machines.

Format would include, company logo, machine reference, type and installation date, action and service box, date and signature, (either completed by Engineer, Core Skilled personnel or external consultant (Blue Monkey)

Note: Spot checking will be required to ensure paperwork is maintained and current, the responsibility of this could lay with a combination of Managers, Machine

Executive, Commercial Executive and Blue Monkey).

Note: Machines are moved between clubs to suit business requirement and player trends. The accompanying paperwork will allow continuous service history review and any maintenance weaknesses.

[Lead: PB/MW already commenced for approval/consideration]

8.0 Electrical Isolation

8.1 OBSERVATION

(a) Isolation by removing plug from wall (Best): Whilst acknowledged as best practice, the methodology is not always implemented as either (b) below is perceived as 'quicker' or, as is often the case, the socket is not readily accessible or is obstructed by infills.

NOTE: The previous agreed solution was an accessible individually switched 6 or 8 gang extension lead. Two issues are noted across the estate

(i) Examples of shorter kettle leads being lengthened by additional extension leads are noted. Each socket, and excessive cable lengths are weak spots.

(ii) Examples are noted where machine numbers exceed the number of sockets on the ring main. Whilst the ring main may 'cope' when machines are switched on individually (gradually drawing feed), the introduction of fish key to isolate banks of machines, means there is a greater draw on power at start up leading to tripping.

(b) The practice of 'pulling the kettle lead' isolates the machine but does leave a live cable laying on the floor.

(i) Contact with water or damp surface is dangerous.

(ii) Whilst not common, (as in Nantgarw). in the event of the element being pulled out of the machine the cable end remains live (240v), contact will result in shock, and has the potential for fatality.

(c) On/off switch to isolate a machine (Bad): Over and above re-booting or instantly

stopping an alarm, the practice must be stopped. Power still goes to the power pack, (legacy machines have two switches, power and lighting). An issue identified is that not all staff currently know the location of the on/off switch and may, as a result be 'fishing' around inside looking for it.

Note

8.2 RECOMMENDATIONS:

Change policy, which will require policing discipline and education. For example:

- (a) Alarm activation (Basic): Trained personnel (Collect and Fill, Core, Advance, Engineer) to switch machine off at wall socket if accessible. If not open machine and switch off using on/off switch. Await engineer to determine fault can correct
- (b) Fault, reboot, mech jamb etc. (Basic) Trained personnel (Collect and Fill, Core, Advance, Engineer) to complete works as instructed/trained.

NOTE: If electrical isolation is required, and wall socket not accessible. Switch off using internal switch and await Engineer attendance.

- (c) Repair, (Advanced), Completed by trained personnel (Engineer). Isolate machine by removing power lead from wall socket and rear of machine. 'Double isolation'. If wall socket is un-reachable. Switch off machine at internal switch. Move machine (or infills etc.) when safe to do so outside of playing time to expose socket.

- (d) Repair Work on live machine to be approved by Machines Manager Only.

[Lead: Policy and associated risk Assessment update by PB/RHT once process agreed]

Paul Bennett

HR Manager

Castle Leisure Limited



Castle Leisure

Gaming Machines

Basic Skills

Training Manual

This training will take place after your colleague has completed an Elearn electrical safety course with the training department. You must see evidence of the certificate from the club administrator, before starting this training pack.

Date certificate verified:.....

This training pack will enable you the engineer to complete consistent basic skills training for all cash collection staff and Cashiers.

Please follow this training programme in order and cover all points with the team member.

Section 1 is for Cash collection staff and Cashiers.

Section 2 is for Cash collection staff Only.

Section 3 is for Cashiers Only.

Explain to your colleague that this course has been designed to provide them with the skills to be able to safely work in and around gaming machines during a cash collection and change machines if you're a cashier.

As a guide this training session should last around 1 hour.

Section 1, Safety First

1. Discuss with your colleague the importance of safe machine isolation to avoid electrocution.
2. Demonstrate how to safely isolate the machine, where the plug is located.
3. In the respect of a change machine, explain that an uninterruptable power supply (UPS) is installed, and the machine may take up to 5 mins to become safe, this is when the UPS stops beeping.
4. Demonstrate the position and use of internal power switch. This is for silencing the machine during an alarm. **At no point is the machine isolated until the plug is removed from the socket.**
5. Discuss what visual checks are needed to identify that the machine is safe to open. For example: The screen is off, Belly tubes are off, and the Micro processing unit (MPU) is not active.
6. Discuss manual handling techniques for safe movement of the machine if plug access is restricted. For example: always two people to move, most are top heavy and no customers in the area. Issue manual handling leaflet at this point.
7. Discuss and demonstrate the unsafe areas of a machine regarding electrical safety, moving parts, bumps of heads and sharp edges. For example, Power supply unit (PSU), MPU, Hoppers, printers.

8. Discuss and demonstrate how your colleague will work safely in and around a gaming machine. Ensuring safe working practices for themselves and others. For example, move any chairs, tubs and isolation of power supply.
9. Ask if your colleague has any questions.

Section 2, Cash collection staff Only

1. Demonstrate how to open and lock machines from different manufacturers. Explain what each key is for, e.g. belly key, also dangers of hydraulic arms on machine doors.
2. Demonstrate the different locations of refill key locks and demonstrate how to use them. If a fob is needed explain how they work.
3. Show your colleague the location of dump switches of machines from different manufacturers.
4. Explain and demonstrate the complete dump process for the trainee whilst working to a safe system of work.
5. For non – TITO machines,

Step by step instruct your colleague to:

- a) Open the correct doors to allow for coin drop.
- b) Insert refill key or place fob.
- c) Press the dump switch. Also start button on some.
- d) Ensure coins don't jam as they leave the hopper.
- e) If float is correct put aside. If not fill in refill sheet.
- f) Dump excess coins if any.
- g) Put into the correct numbered tub.

- h) Safely pour float back into hopper ensuring coins do not fall into the machine.
- i) Press top up button.
- j) Empty coins from cash box into the same numbered tub.
- k) Check for loose coins in machine. Isolate machine first.
- l) Ensure the manager has removed notes and tickets.
- m) Turn power back on, lock machine.

6. For TITO machines, Step by step instruct your colleague to:

- a) Open the correct doors.
- b) Empty coins from cash box into the correct numbered tub.
- c) Ensure the manager has removed notes and tickets.
- d) lock machine.

7. Ask your colleague if they have any questions.

Section 3, Cashiers only

Change Machines

1. Demonstrate how to safely isolate the machine explaining what a UPS is and it works.
2. Demonstrate how to open different change machines of different manufactures.
3. Demonstrate how to remove notes from stacker.
4. Demonstrate how to remove and fill notes from Note tray.
5. Demonstrate how to dump coin from hopper (Not Pouring them out)
6. Demonstrate how to change paper roll.
7. Explain that anything other than above they are to call Engineer for assistance.

ATM

1. Demonstrate how to safely isolate the ATM via power off on screen, then plug.
2. Demonstrate opening of ATM.
3. Demonstrate safe removal of note cassettes.
4. Demonstrate how to change paper roll.
5. Explain anything other than the above you must call for an Engineer.
6. Ask your colleague if they have any questions.

Form number: PMS September 19 Issued by: PB	Performance Management Gaming Machines – Basic Skills				
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Name	Specify	Club:	Specify	Commenced	dd/mm/yy	Signed off by Club engineer	dd/mm/yy
Task 1	Complete the E learn Electrical Safety Awareness Course.			Completed	dd/mm/yy	Signature	dd/mm/yy
Task 2	Collection staff Complete the 1-day 'Basic faults' course with a Club Engineer. (Modules A, B & C			Completed	dd/mm/yy	Signature	dd/mm/yy
Task 3	Cash Office staff Complete the 1-day 'Basic faults' course with a Club Engineer. (Modules A, C & D)			Completed	dd/mm/yy	Signature	dd/mm/yy

Gaming machine core skills modules should be completed and signed off in the order, (A, B C and D).

Module A	SAFETY FIRST: Did the trainee display a knowledge and understanding of: -			Engineer	Date
A1	Company policy for safe machine isolation? (Plug removed from wall)?			Signature	dd/mm/yy
A2	The identification and use of Internal power switch for temporary machine isolation?			Signature	dd/mm/yy
A3	How to visually check the machine for damage or fault prior to opening?			Signature	dd/mm/yy
A4	Manual handling procedures in relation to gaming machines and change machines (doors, Tubs etc)?			Signature	dd/mm/yy
A5	Spatial awareness, (electrical safety moving parts, bumps and risk of cuts), whilst working in and around gaming machines?			Signature	dd/mm/yy
A6	Take reasonable care of the H&S of themselves and of others who may be affected by their working practices. (Trip hazards etc)			Signature	dd/mm/yy

Module B	GAMING MACHINE TECHNICAL SKILLS: Did the trainee display a knowledge and understanding of how to: -			Engineer	Date
B1	Open and lock of machines from different manufacturers?			Signature	dd/mm/yy
B2	Locate refill key or fob and how to use?			Signature	dd/mm/yy
B3	Locate Dump switch.				
B4	Conduct cash refills whilst following safe systems of work?				
B5	Conduct variance checking of a machine following safe systems of work (where to look for coins).				

Module C	GENERIC SKILLS: Was the trainee able to: -			Engineer	Date
C1	Define social responsibility and explain the Age of Entry, Assistance and Self Exclusion Policies			Signature	dd/mm/yy
C2	Provide 3 examples of problem gambling signs, and the action to take if this behaviour is observed			Signature	dd/mm/yy
C3	Describe and apply procedures relating to club security, identify threats breaches and suspicious activity			Signature	dd/mm/yy
C4	Describe and apply security procedures regarding property and monies.			Signature	dd/mm/yy
C5	Report all relevant interactions to club management.			Signature	dd/mm/yy

Module D	CHANGE MACHINE AND ATM TECNICAL SKILLS: Did the trainee display a knowledge and understanding of how to: -			Engineer	Date
D1	Open and lock of change machines and ATM's?			Signature	dd/mm/yy
D2	Change paper supply in different change machines and ATM's following a safe system of work?			Signature	dd/mm/yy
D3	Removal of notes from acceptors from different manufacturers following a safe system of work?			Signature	dd/mm/yy

Form number: PMS September 19 Issued by: PB	 Performance Management Gaming Machines – Core Skills			
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Name	Specify	Club:	Specify	Commenced	Signed off by Club engineer
Task 1	Complete the E learn Electrical Safety Awareness Course.			Completed	Signature dd/mm/yy
Task 2	Complete the 1-day Electrical Safety Awareness Course.			Completed	Signature dd/mm/yy
Task 3	Complete the 1-day 'Basic faults' course with a Club Engineer. (Modules A,B,C & D)			Completed	Signature dd/mm/yy

Gaming machine core skills modules should be completed and signed off in the order, (A, B C and D).

Module A	SAFETY FIRST: Did the trainee display a knowledge and understanding of: -	Engineer	Date
A1	Company policy for safe machine isolation? (Plug removed from wall)?	Signature	dd/mm/yy
A2	The identification and use of Internal power switch for temporary machine isolation?	Signature	dd/mm/yy
A3	How to visually check the machine for damage or fault prior to opening?	Signature	dd/mm/yy
A4	Manual handling procedures in relation to gaming machines and change machines (doors, Tubs etc)?	Signature	dd/mm/yy
A5	Spatial awareness, (electrical safety moving parts, bumps and risk of cuts), whilst working in and around gaming machines?	Signature	dd/mm/yy
A6	Take reasonable care of the H&S of themselves and of others who may be affected by their working practices. (Trip hazards etc)	Signature	dd/mm/yy

Module B	GAMING MACHINE TECHNICAL SKILLS: Did the trainee display a knowledge and understanding of how to: -	Engineer	Date
B1	Open and lock of machines from different manufacturers?	Signature	dd/mm/yy
B2	Locate refill key or fob and how to use?	Signature	dd/mm/yy
B3	Use the Play Safe system to assist in the analysis of machine performance and to resolve members queries?	Signature	dd/mm/yy
B4	Demonstrate the ability to resolve ticketing queries, e.g. Non printed tickets or Non scanned tickets?	Signature	dd/mm/yy
B5	Refill TITO printer as required?	Signature	dd/mm/yy
B6	Clear hopper jams, coin mech jams, note jams and ticket jams whilst following safe systems of work?	Signature	dd/mm/yy
B7	Clean and/or change coin mechs whilst following safe systems of work?		
B8	Report faults to appropriate personnel to minimise machine downtime?		
B8	Provide correct information on percentage pay-out, stake, prize, machine position and CL numbers?		
B10	Monitor redemption machine and change machine levels; (and advise Cashier of change requirements or faults immediately)?		
B11	Conduct cash refills whilst following safe systems of work.		
B12	Ensure machines are dust/smudge free by carrying out daily cleaning (and recording in the day diary)		

Module C	GENERIC SKILLS: Was the trainee able to: -	Engineer	Date
C1	Define social responsibility and explain the Age of Entry, Assistance and Self Exclusion Policies	Signature	dd/mm/yy
C2	Provide 3 examples of problem gambling signs, and the action to take if this behaviour is observed	Signature	dd/mm/yy
C3	Describe and apply procedures relating to club security, identify threats breaches and suspicious activity	Signature	dd/mm/yy
C4	Describe and apply security procedures regarding property and monies.	Signature	dd/mm/yy
C5	Report all relevant interactions to club management.	Signature	dd/mm/yy

Form number: PMS September 19 Issued by: PB	Performance Management Gaming Machines – Advanced Skills				
---	--	--	--	--	---

Name	Specify	Club:	Specify	Commenced	dd/mm/yy	Signed off by Club engineer	dd/mm/yy
Task 1	Complete the E learn Electrical Safety Awareness Course.			Completed	dd/mm/yy	Signature	dd/mm/yy
Task 2	Complete the 1-day Electrical Safety Awareness Course.			Completed	dd/mm/yy	Signature	dd/mm/yy
Task 3	Complete the Electrical and electronic servicing course.			Completed	dd/mm/yy	Signature	dd/mm/yy
Task 4	Complete appropriate training with club engineer and machine manufacturers.			Completed	dd/mm/yy	Signature	dd/mm/yy
Task 5	Complete gaming machines core skills and continually demonstrate safe working practices.			Completed	dd/mm/yy	Signature	dd/mm/yy

Gaming machine advanced skills modules should be completed and signed off in the order, (A, B C and D).

Module A	SAFETY FIRST: Did the trainee display a knowledge and understanding of: -	Engineer	Date
A1	Company policy for safe machine isolation? (Plug removed from wall)?	Signature	dd/mm/yy
A2	The identification and use of Internal power switch for temporary machine isolation?	Signature	dd/mm/yy
A3	How to visually check the machine for damage or fault prior to opening?	Signature	dd/mm/yy
A4	Manual handling procedures in relation to gaming machines and change machines (doors, Tubs etc)?	Signature	dd/mm/yy
A5	Spatial awareness, (electrical safety moving parts, bumps and risk of cuts), whilst working in and around gaming machines?	Signature	dd/mm/yy
A6	Take reasonable care of the H&S of themselves and of others who may be affected by their working practices. (Trip hazards etc)	Signature	dd/mm/yy

Module B	GAMING MACHINE TECHNICAL SKILLS: Did the trainee display a knowledge and understanding of how to: -	Engineer	Date
B1	Maintain the internal and external cleanliness of all machines (and record appropriately).	Signature	dd/mm/yy
B2	Demonstrate the ability to find and remedy common/basic machine faults.	Signature	dd/mm/yy
B3	Ensure all major faults are reported to relevant staff (i.e. Engineer, Management or Gaming Machine Manager) and assist the Engineer to remedy where appropriate. Ensure all major faults are remedied under the close supervision of the Club Engineer.	Signature	dd/mm/yy
B4	Demonstrate the safe removal and replacement of machine components for cleaning	Signature	dd/mm/yy
B5	Demonstrate the ability to perform and reconcile a full machines cash collection, fully utilising Play safe.	Signature	dd/mm/yy
B6	Demonstrate the ability to run test functions on all machines, to ensure they are functioning as designed.	Signature	dd/mm/yy
B7	Demonstrate ability to perform and understand machine audits with machine monitoring system and manual meters, and complete appropriate paperwork.	Signature	dd/mm/yy
B8	Demonstrate the ability to float new machines in accordance with Company procedure.	Signature	dd/mm/yy
B9	Demonstrate the ability to empty a machine ready for removal and complete appropriate paperwork.	Signature	dd/mm/yy
B10	Demonstrate ability to remove and fit locks to all machine doors.	Signature	dd/mm/yy
B11	Demonstrate the ability to check for scorching to wires and power leads.	Signature	dd/mm/yy
B12	Change bulbs and fluorescent tubes, demonstrating and applying safe practices whilst doing so.	Signature	dd/mm/yy
B13	Always Demonstrate the appropriate use of company tools and ensure secure storage.	Signature	dd/mm/yy
B14	Ensure effective daily running of the AWP department.	Signature	dd/mm/yy



Gaming machine basic skills
Examination Questions

10 Questions

Delegate Name: _____



1. How do you isolate a machine from the power supply?

- a) Turn off the machine with an internal switch.
- b) Open the door.
- c) Remove the plug from the wall socket.
- d) Remove the kettle lead from the back of the machine.

2. Which of the following is an unsafe area of a gaming machine?

- a) Belly lock.
- b) Y chute.
- c) Micro processing unit.
- d) Cash box.

3. How do safely retrieve coins that are loose inside of the machine?

- a) Get a torch and pick them out individually.
- b) Rub your hands around the inside of the machine until you find coins.
- c) Isolate the machine at the plug and then look for coins.
- d) Leave them there.

4. If during a collection, the hopper jams with coins, what should you do?

- a) Clear the jam by shaking the hopper.
- b) Start the dump process again.
- c) Call your Engineer for assistance.
- d) Ignore the jam and continue.

5. A machine alarms during dump, you cannot easily access the plug, what do you do?
- a) Turn off the machine using the internal power switch and fix.
 - b) Try to fix the machine when the machine is on.
 - c) Turn the machine off using the internal power switch and call an Engineer
 - d) Move the machine on your own and turn off the plug.

6. A machine needs to be moved to access the plug; you are on your own in the area. What do you do?
- a) Move the machine bit by bit.
 - b) Wait for another member of staff to assist you.
 - c) Leave the problem for someone else.
 - d) Get a sack truck and move it by yourself.

7. You need to open a machine. What visual checks could you conduct to ensure the machine is safe to open.
- a) There are no members playing it.
 - b) You cannot see the kettle lead or plug, so assume it is off.
 - c) All lights on the machine lights are off.
 - d) It is not making any noise.

8. During the dump process, the dump button does not work. What do you do?

- a) Leave it and move on to the next machine.
- b) Call the Engineer to fix it.
- c) Fix it yourself after isolating the machine.
- d) Switch machine off and move onto the next machine.

9. A key gets stuck in the lock. What do you do?

- a) Call an Engineer for assistance.
- b) Switch machine off and continue to next machine.
- c) Try to forcibly pull the key out.
- d) Go find a pair of pliers and try to fix.

10. When you are refilling a machine after dump, you pour the £1 coins into the 10p hopper. What do you do?

- a) Disconnect hopper and shake the coins out.
- b) Pretend it did not happen and continue.
- c) Call Engineer for assistance.
- d) Try to scoop the coins out using your hands.

Qualification: CIPD Diploma in Applied Human Resources

Module Name:

Developing Professional practice in human resources

Activity 1

Word Count:724

Student Name: Paul Bennett

Student Number: 1905437

CIPD Membership Number: 55439410

By signing below, I confirm that the work/evidence presented is my own, unaided work. I understand the regulations pertaining to candidate malpractice and the action that may be taken as a result.

Signed:

Date:

Activity 1

Introduction

Activity 1 asks to identify and collect information relating to the HR development programme: CIPD Diploma in Applied Human Resources.

During this assignment I will explain the evidence that needs to be collected including:

- Key components of the programme.
- Apprenticeship information.
- The timetable.
- How to manage your learning document.
- Codes of Conduct for a student and CIPD codes of conduct.

I will also briefly explain the services available on the student HWB.

The programme of study handbook, covers many topics in detail for the programme of study. CIPD level 5 Diploma in Applied Human Resources.

The handbook states that the qualification is a higher apprenticeship qualification in HR management and is equivalent to the second year of a university degree in the UK. The apprenticeship will enable the apprentice to develop the knowledge and skills whilst earning a salary, it will also enable the employer to extend their HR function whilst developing their people.

This apprenticeship will take two years to complete, with time being divided between their job, being trained by their manager and being taught off the job by the University.

When the course is successfully completed the apprentice will be able to add AssocCIPD after their name.

To complete this course the apprentice must complete 16 modules spread out over the two years and 20 workshops. In order to Graduate in July 2021 all work must be submitted by 24.05.2021.

The Programme manager is Julie Thomas and the handbook states her email and office number.

The CIPD moderator is Pamela Williams.

To complete this course, we will need to register with the CIPD as a student member.

The handbook explains how the apprentice will be assessed and that for each assessment a full brief including marking guide will be available through Moodle. It also details how to submit work via the Turnitin links on Moodle. There are also links for:

- Extenuating Circumstance
- Additional needs
- Academic appeals
- Assessment regulations

The handbook introduces us to Moodle, the University's VLE. (virtual learning environment) Moodle can be accessed by enrolled students through a browser. It features allow students to:

- Access course materials
- Communicate between students and tutors
- Enable group collaboration
- Display announcements from tutors
- Turnitin links to submit assignments.

- Links to relevant reading.

The handbook also gives detailed instructions on how to access Moodle, and who to contact if you experience IT issues.

This is also the place to find the university's policy's on:

- Attendance
- Codes of conduct and the student charter
- Unfair practice and plagiarism.

The timetable can be found on Moodle and covers the complete two years. It shows the date for every workshop.

The managing learning document is available on Moodle. This document details how many credits are available for each module as well as how many hours are required for that module through guided learning and self-directed learning.

There are two codes of conduct that need to be followed. The student codes of conduct document is available on Moodle, its general principles outline the different types of unacceptable behavior that may lead disciplinary procedures.

These following offences are taken from the codes of conduct, it also lists examples of the sanction for each area:

- Physical misconduct
- Sexual misconduct
- Abusive behavior
- Damage to property
- Theft of property
- Causing a breach of H&S regulations
- Operational obstruction
- Reputational damage.

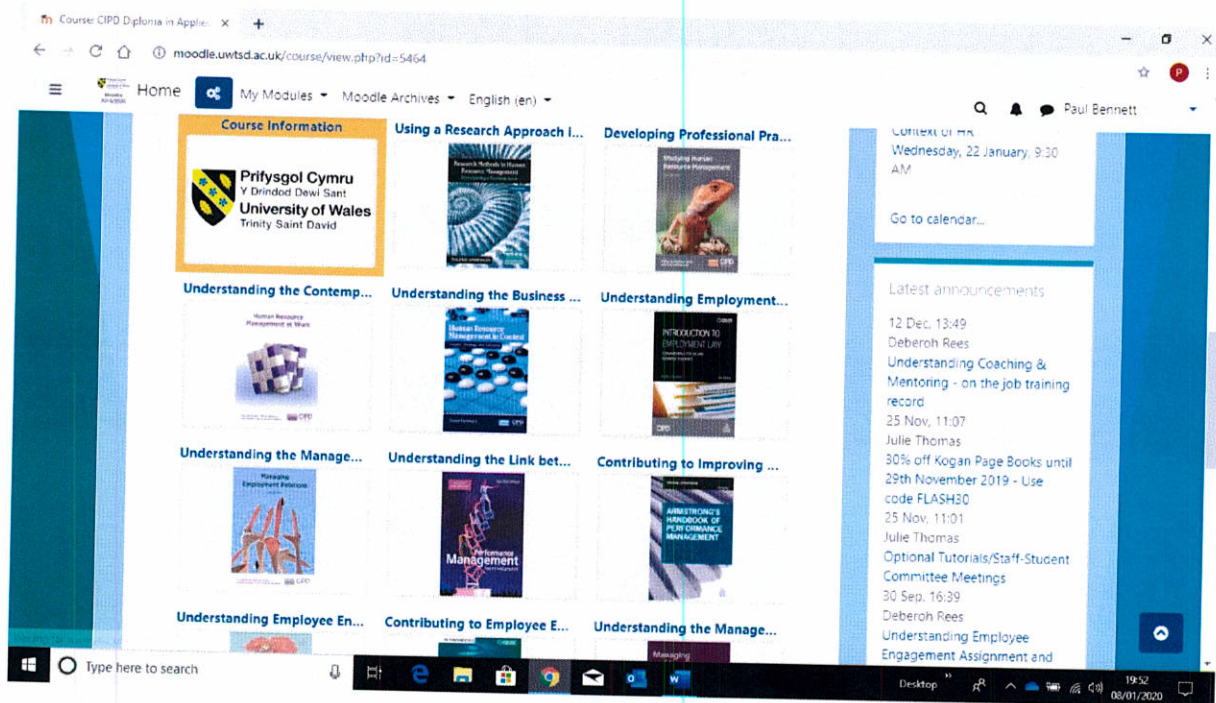
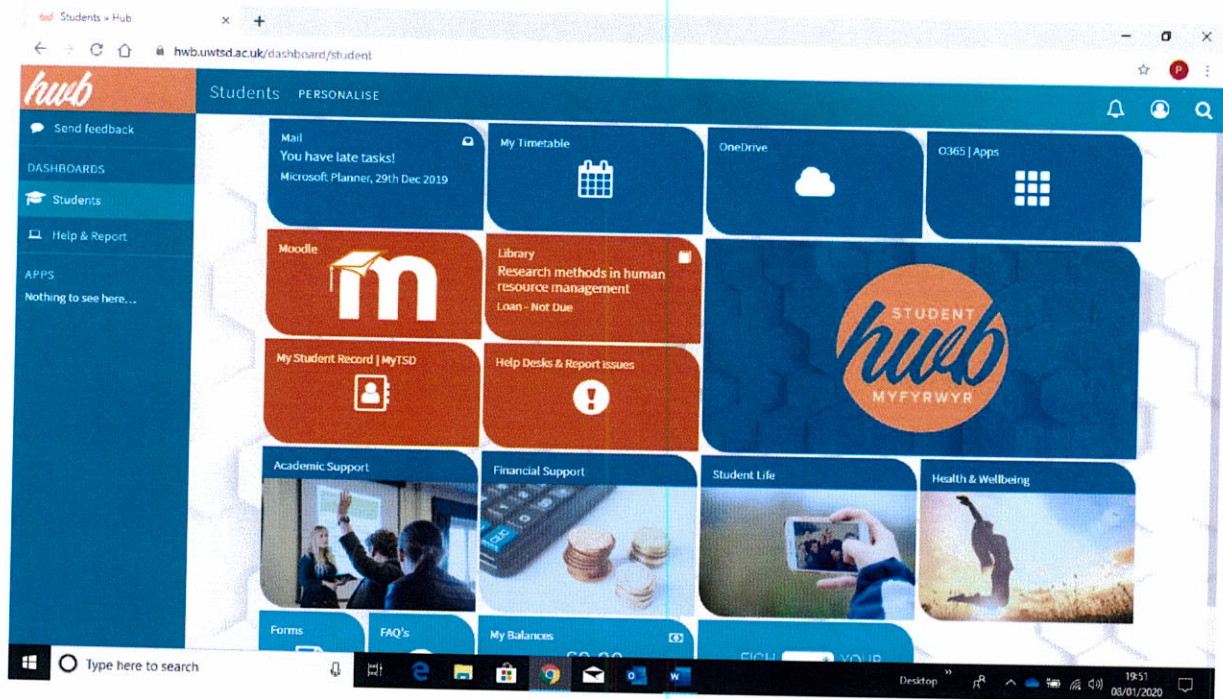
The CIPD Code of professional conduct states there are four main principles to follow:

- Professional competence and behavior
- Ethical Standards and integrity
- Representative of the profession
- Stewardship.

Definitions of these four main principles can be found on the CIPD website www.CIPD.co.uk searching for Code of Professional Conduct. The file is PDF download.

The HWB gives access to:

- My Timetable
- Student Email
- Microsoft one drive storage
- Office 365 apps such as word and excel
- My TSD portal
- Moodle
- Library info such as books on loan, borrow a book.
- Help desks such as IT, H&S Accident or incident reporting.
- Password reset for your university accounts.
- Academic support
- Financial support
- Printer balance
- FAQ's



eVision Portal

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Paul Bennett (1005437)

08/Jan/2020 | Logout

Prifysgol Cymru
University of Wales
Thirty Saint David

HomeResults and ProgressionApplicantEnrolment DetailsDocuments required prior to Enrolment

Welcome

CYMRAG

Paul, Welcome to the MyTSD Portal

We've created your IT account which is all you'll need to access a variety of UWTSO services throughout your time with us as well as the exclusives and discounts you can access before you start.

Your IT account:

Username

Email Address

Password

job, followed by your date of birth with full stops inserted between each part.

What you need to do next...

1. Keep your account safe and secure by registering at the password reset portal. Remember, we will never ask for your account details such as passwords via email, and you should never supply them this way.

2. Make sure your device instantly connects to our Wi-Fi network, eduroom, when you get to campus by visiting [eduroom.wales.ac.uk](#) on your devices.

3. Make sure you have all the hardware and software you need including specialist software for your course.

My Intry

Receive messages and reminders

Student Messages

View 3 messages in full screen mode

Status

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Module Enrolment message

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08/01/2020

Code of Professional Conduct

As the professional body for HR and people development, the CIPD is the voice of a worldwide community of more than 150,000 members committed to championing better work and working lives. We set high standards of entry for membership and require all of our members to adhere to the standards and behaviours ('obligations') set out in this Code of Professional Conduct.

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

1 Professional Competence and Behaviour

Members of the CIPD shall:

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

2 Ethical Standards and Integrity

Members of the CIPD shall:

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

3 Representative of the profession

Members of the CIPD shall:

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

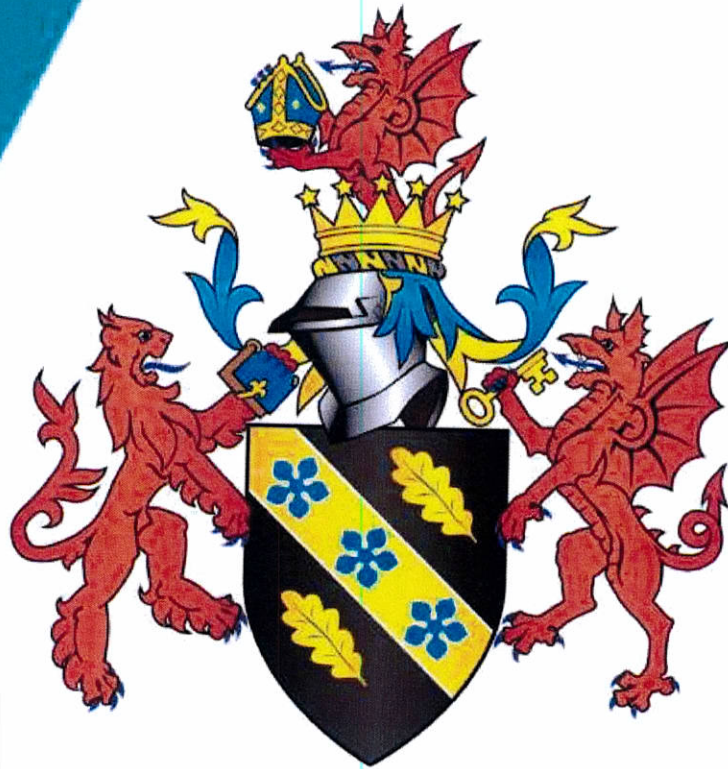
4 Stewardship

Members of the CIPD shall:

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



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
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SE1: Student Code of Conduct

Introduction

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

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

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

General Principles

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

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

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

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

Definitions

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

People

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

University Regulations Distance Learning Student Guide

September 2018

1 About You and the University

1.1 What is the purpose of this handbook?

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

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

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

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

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

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

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

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

1.2 The University's Framework for distance learning

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

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

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

1.4 Study periods and submission deadlines

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

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

Question	Answer
1. When, where and at what time will the course will be delivered?	Monthly on a Wednesday 9:30 – 16:00
2. How many modules form part of the programme?	16
3. What are the term dates for this year?	25.09.19 – 04.12.19 22.01.19 – 24.06.19
4. What is Moodle?	Virtual learning environment That is used to support learning and teaching.
5. What is Eduroam?	University WIFI programme
6. What is Turnitin?	Used to check similarity and to submit assignments.
7. Do you know when you are required to hand in work?	Yes dates on Moodle
8. What is the core text for this programme?	Studying human resource management(the one with the lizard)
9. Do you know how to access the library catalogue?	Yes, using HWB
10. Do you know who to go to if you have a question/concern about the course?	Programme manager 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?	Using HWB, follow academic support, email Julie.
16. Do you know where the fire-exits and first aid points are for the building?	yes
17. How many credits is the programme?	90
18. What is the length of the programme?	2 years
19. Have you been given the student handbook and timetable?	yes
20. What academic level is this qualification?	Level 5

Name: Paul Bennett

Signed:

CIPD Membership Number (to be added when available): 55439410

Signature of Lecturer:

Date:

Activity 5

Dashboard

mycpdmap.cpd.co.uk/dashboard

mycpdmap.cpd.co.uk/results

CIPD Welcome back, Paul - STUDENT
You're currently assessed as a PROFESSIONAL

STUDENT ASSESSMENT
Your assessment results

Click on each area for further information

Summary | Development actions | Reading & Research | Courses & Events

Select a completed area of the map to see your assessment results and recommendations.

Your results for the Core of the Map suggest you are "emerging" or "developing". To help determine which level of membership may be right for you, we recommend you assess yourself against the job level of Technician.

Associate Member | Chartered Member | Chartered Fellow

Take another assessment | Go to dashboard

Terms & Conditions

How well you do? Be honest...

Developing | Emerging | Established

mycpdmap.cpd.co.uk/results

mycpdmap.cpd.co.uk/results

CIPD Welcome back Paul - CIPD member
You're currently assessing as a **PROFESSIONAL**

Dashboard Learn more Exit

STUDENT ASSESSMENT

Your assessment results

Coverage to Challenge

- Consider subject a colleague or peer who doesn't have the confidence to challenge any initiative they propose. Ask them to propose one they are happy to challenge and explain why they did so. How did you respond to their challenge? How can you improve your approach?
- Ask for feedback on your approach to challenging others. What are your strengths and areas for development? How can you improve your approach?
- Join online discussion forums within your area of expertise. Discuss your approach to challenging others. For example, the CIPD Community Forums. Underpin the challenge with evidence and plan for such challenges within your team work.

Your results for the Core of the Map suggest you are 'emerging' or 'developing'. To help determine which level of membership may be right for you, we recommend you assess yourself against the job level of **Technician**.

Associate Member Chartered Member Chartered Fellow

Take another assessment Go to dashboard

Terms and Conditions

mycpdmap.cpd.co.uk/results

CIPD Welcome back Paul - CIPD member
You're currently assessing as a **PROFESSIONAL**

Dashboard Learn more Exit

STUDENT ASSESSMENT

Your assessment results

Leading HR

- Ensure your development plan includes:
 - gaining development of your own knowledge and expertise. Take out your experience to develop what you know that, present you, as well as those who you are working with, it will make you a more rounded professional.
 - Ask a range of other people (such as your manager, a couple of your peers, a couple of your customers) for feedback on the work you deliver and the way you deliver it. Ask for specific examples of areas you could improve and strengths to build on. Ask your manager to monitor your progress to offer feedback on the quality of your HR expertise in the area you work in and build their feedback into your development plan.

Your results for the Core of the Map suggest you are 'emerging' or 'developing'. To help determine which level of membership may be right for you, we recommend you assess yourself against the job level of **Technician**.

Associate Member Chartered Member Chartered Fellow

Take another assessment Go to dashboard

Terms and Conditions

Results

mycpdmap.cipd.co.uk/results

CIPD Welcome back Paul (28/03/20) You're currently assessing as a **PROFESSIONAL**

Dashboard Learn more Exit

STUDENT ASSESSMENT

Your assessment results

Emerging Proficiency

How did you do? Be honest...

4 Skilled Influencer

Summary Development in Skills Reading & Research Courses & Events

- Identify who are the key influencers within your function, and build relationships with them, over time by finding ways to enable them to deliver their deliverables.
- Use personality psychometrics (such as MBTI and DISC) to provide further insights into your influencing style and how to adapt your style to influence people with different styles and preferences.
- Create a communication plan for a project or presentation which identifies the key audiences, key messages for each audience, key information details for each audience and timing and structuring of communication activities.

Your results for the Core of the Map suggest you are 'emerging' or 'developing'. To help determine which level of membership may be right for you, we recommend you assess yourself against the job level of Technician.

Associate Member Chartered Member Chartered Fellow

[Take another assessment](#) [Go to dashboard](#)

Terms and Conditions

Results

mycpdmap.cipd.co.uk/results

CIPD Welcome back Paul (28/03/20) You're currently assessing as a **PROFESSIONAL**

Dashboard Learn more Exit

STUDENT ASSESSMENT

Your assessment results

Emerging Proficiency

How did you do? Be honest...

4 Personally Credible

Summary Development in Skills Reading & Research Courses & Events

- Gain feedback on your performance within the workplace from customers, your manager or your peers. Pick one developmental area to focus on. Work to build up your expertise by reading, researching and building relationships with individuals who have experience in this area.
- Pick one area within your role that you feel you have less understanding, knowledge or confidence with. Work to build up your knowledge, expertise and experience within this area through reading, research and working with individuals who have an expertise in this area.
- Find one area within your role that you are less comfortable or familiar with. Proactively research this area and build up your expertise in this area.

Your results for the Core of the Map suggest you are 'emerging' or 'developing'. To help determine which level of membership may be right for you, we recommend you assess yourself against the job level of Technician.

Associate Member Chartered Member Chartered Fellow

[Take another assessment](#) [Go to dashboard](#)

Terms and Conditions

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Development plan

NAME:	Paul Bennett		
COVERING THE PERIOD FROM:	13.01.20	MEMBERSHIP NUMBER:	55439410
		TO:	24.12.20

This record sheet is for your guidance only – you may present your development plan in any other format.

Planned outcome

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

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
My Managers feedback of work delivered	Ask Director to complete PDR	I will need to fill in my annual PDR and issue to Director	Am I covering the basics of my job description.	01.08.20
Build stronger relationships with key influencers in my organisation	Spend more time in our head office. Attend more meetings with CEO		Gaining trust and influence of CEO	01.05.19
Pick one area within your role that you feel you have less understanding, knowledge or confidence with. Work to build up your knowledge. L&D	I will commit to the leading of one of each course the training manager completes.	Meeting with Training manager and discuss dates for me get involved.	A better understanding of what and how we teach our employees and club managers.	24.12.20