

Qualification: CIPD Diploma in Applied Human Resources

Module Name: CIPD level 5

Developing Professional Practice in Human Resources

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Student Number: 1905427

CIPD Membership Number: 46918138

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: *C L Chambers*

Date: *12th January 2020*

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Activity 1 - HR Development Programme

In this activity I will outline how the information provided during the induction period to the CIPD level 5.

The information provided include the key component for a specific HR career development programme:

- The CIPD diploma in Applied Human resources Programme of study handbook
- The programme timetable - CIPD Diploma in Applied Human resources 2019-2021
- CIPD Diploma in Applied Human Resources Module Directory
- Coleg Sirgar College Induction
- University regulations
- University of Wales, Trinity Saint David Student code of conduct

To enable successful achievement of the CIPD programme, additional support, resource and learning materials are available through the student Hwb and libraries based at the Carmarthen campus, Coleg Sirgar campuses and associated universities with University of Wales, Trinity Saint David.

Information is kept up to date for the programme included details of each assignment and supporting documentation through Moodle, this can be accessed via : <https://moodle.uwtsd.ac.uk>

Activity 1 Appendix



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

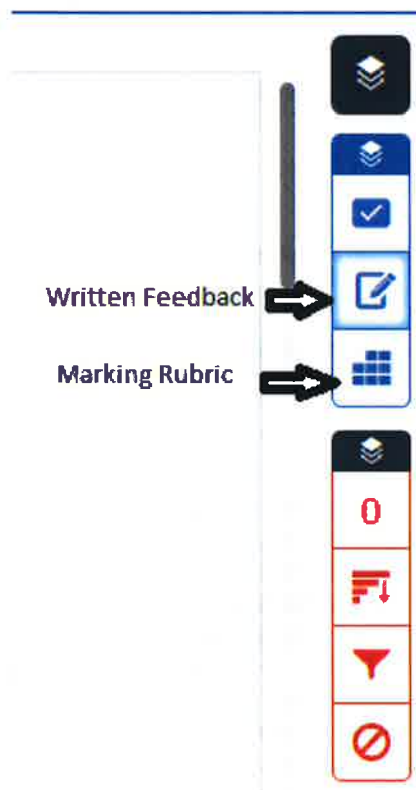
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

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	<i>Core units</i>	26
6	<i>Group A - knowledge based units</i>	24
5	<i>Group B - competence based units</i>	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/>

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
10th 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



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MODULE DIRECTORY

LEVEL 5

CIPD Diploma in Applied Human Resources

INSTITUTE OF MANAGEMENT AND HEALTH

2019-2020

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INTRODUCTION

This Module Directory includes all the modules for Level 5 within the CIPD Diploma in Applied Human Resources in the academic year 2019-2020.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your Academic Discipline/Institute. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Institute Office.

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.

CORE MODULES (UNITS)

MODULE CODE: BMPD5000

DEVELOPING PROFESSIONAL PRACTICE IN HUMAN RESOURCES

Purpose and aim of unit

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

Learning outcomes

On completion of this unit, learners will:

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

MODULE CODE: BMPD5001**UNDERSTANDING THE BUSINESS CONTEXT OF HUMAN RESOURCES****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit, learners will:

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

MODULE CODE: BMPD5003**UNDERSTANDING THE CONTEMPORARY HUMAN RESOURCES FUNCTION****Purpose and aim of unit**

The purpose of this unit is to introduce learners to main human resources (HR) activity and to the role of the HR function in contemporary organisations. It focuses on the aims and objectives of HR and how HR objectives are evolving as organisations themselves evolve. In doing so, the unit considers both the transactional and transformational aspects of HR. The unit goes on to explore different ways of delivering HR objectives in organisations and the case for an ethical approach. Finally, the unit considers how the contribution of HR to the organisation can be evaluated and reviews some published research linking HR activity with positive organisational outcomes.

Learning outcomes

On completion of this unit, learners will:

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

MODULE CODE: BMPD5004**UNDERSTANDING EMPLOYMENT LAW****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit, learners will:

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

MODULE CODE: BMPD5002**USING A RESEARCH APPROACH IN HUMAN RESOURCES****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit, learners will:

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

GROUP A MODULES (UNITS)

MODULE CODE: BMPD5009

UNDERSTANDING COACHING AND MENTORING IN THE ORGANISATION

Purpose and aim of unit

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

Learning outcomes

On completion of this unit, learners will:

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

MODULE CODE: BMPD5007**UNDERSTANDING EMPLOYEE ENGAGEMENT****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit, learners will:

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

MODULE CODE: BMPD5006**UNDERSTANDING THE LINK BETWEEN INDIVIDUAL AND ORGANISATIONAL PERFORMANCE****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit, learners will:

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

MODULE CODE: BMPD5010**UNDERSTANDING THE MANAGEMENT OF CHANGE****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit learners will:

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

MODULE CODE: BMPD5008**UNDERSTANDING THE MANAGEMENT OF EMPLOYMENT RELATIONS****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit, learners will:

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

MODULE CODE: BMPD5005**UNDERSTANDING RESOURCING AND TALENT PLANNING****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit, learners will:

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

GROUP B MODULES (UNITS)

MODULE CODE: BMPD5014**CONTRIBUTING TO COACHING AND MENTORING IN THE ORGANISATION****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit, learners will:

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

MODULE CODE: BMPD5013**CONTRIBUTING TO EMPLOYEE ENGAGEMENT IN THE ORGANISATION****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit, learners will:

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

MODULE CODE: BMPD5012**CONTRIBUTING TO IMPROVING ORGANISATIONAL PERFORMANCE****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit, learners will:

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

MODULE CODE: BMPD5015**CONTRIBUTING TO THE MANAGEMENT OF CHANGE****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit, learners will:

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

MODULE CODE: BMPD5011**CONTRIBUTING TO RESOURCING AND TALENT PLANNING IN THE ORGANISATION****Purpose and aim of unit**

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

Learning outcomes

On completion of this unit, learners will:

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



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University Regulations

Distance Learning Student Guide

September 2018

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1 About You and the University

1.1 What is the purpose of this handbook?

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

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

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

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

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

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

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

There is a dedicated distance learning page (see link below) on the website with additional information on it as well as relevant information on web pages relating to your level and type of study (undergraduate, postgraduate taught).

<http://www.uwtsd.ac.uk/online/>

1.2 The University's Framework for distance learning

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

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

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

1.4 Study periods and submission deadlines

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

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

1.5 How will the University contact me?

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

1.6 What is MyTSD?

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

2 About You and Your Academic Progress

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

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

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

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

2.2 Graduate Summer School and residential events

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

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

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

2.3 'Attendance' for Distance Learning Students

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

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

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

2.4 What might happen if my progress is unsatisfactory?

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

3 About You and Assessment/Examinations

3.1 What are the examination requirements for Distance Learning Students?

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

4 Support for Distance Learning Students

4.1 Pastoral Care

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

4.2 Student Services

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

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

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

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

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

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

4.3 Visiting the University

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

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

4.4 Students' Union

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

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

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

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

5 Resources for Distance Learning Students

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

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

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

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

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

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

IT Service Desk

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

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

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

IT Service Desk hours:

Term Time

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

Non-term Time

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

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

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

5.2 Technology Enhanced Learning

5.2.1 MyDay

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

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

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

How to access MyDay

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

Problems?

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

5.2.2 Using the VLE

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

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

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

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

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

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

5.2.3 Getting started with Moodle

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

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

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

5.3 Library and Learning Resources for Distance Learning Students

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

5.3.1 Online Library

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

5.3.2 Borrowing resources

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

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

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

5.3.3 Advice and Support

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

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

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

5.4 General Information

5.4.1 Useful Web addresses

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

5.5 Financial requirements

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

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

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

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

1. Immediate payment

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

2. Recurring card payment

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

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

One instalment: 1 October

Two instalments: 1 October and 7 January

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

1st Instalment - 50%
2nd Instalment - 50%

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

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

1st Instalment - 34%
2nd Instalment - 33%
3rd Instalment - 33%

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

5.6 Finance and debt

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

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

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

Induction Questionnaire

Diploma in Applied Human Resources

September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Monthly colegsi gair Abwrwydwl 9.30 - 4.30
2.	How many modules form part of the programme?	16 (6 core)
3.	What are the term dates for this year?	25th Sept - 24th June
4.	What is Moodle?	Learning Platform
5.	What is Eduroam?	internet access
6.	What is Turnitin?	Platform for submitting work
7.	Do you know when you are required to hand in work?	yes
8.	What is the core text for this programme?	
9.	Do you know how to access the library catalogue?	yes
10.	Do you know who to go to if you have a question/concern about the course?	yes
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?	online - moodle libraries
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 time-table?	yes
20.	What academic level is this qualification?	CIPD Level 5 Diploma

Name:

Signed:

CIPD Membership Number (to be added when available):

Signature of Lecturer:

Date:



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



SE1: Student Code of Conduct

Introduction

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

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

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

General Principles

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

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

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

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

Definitions

Consent	a person consents if they agree by choice and has the freedom and capacity to make that choice
Protected 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

People

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

Property

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

University

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

Qualification: CIPD Diploma in Applied Human Resources

Module Name: CIPD level 5

Developing Professional Practice in Human Resources
Activity 2

Word Count: 1039

Student Name: Claire Chambers

Student Number: 1905427

CIPD Membership Number: 46918138

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: C L Chambers

Date: 12th January 2020

Executive Summary

This report provides an overview of the profession map outlined by the Chartered institute of Personal Development, how the map is constructed with areas of the HR, bands which enable to transition and develop underpinned with behaviours.

The term professional is described with various statements that define what it is to be professional and what behaviours HR professional attribute to enable them to work in organisations.

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Introduction

In this written report I will outline how the CIPD HR professional areas and bands define the HR profession and why the behaviors are essential to being an effective HR professional.

CIPD Professional Map

The profession map defined by CIPD in collaboration with HR professionals, both specialists and generalists from around the world working across the private sector, public and third sectors sets the professional benchmark for the HR professions by focusing on both the knowledge and behaviours required. Having changed from the profession map launched in 2013, the new profession map recognises that ways of working and priorities have emerged as roles have changed and diversified and with them the role of the people profession has changed. For the purpose of this activity the report will focus on the professional areas and bands set out in the previous professional map from 2013, this sets out standards for HR professionals around the world.

The architecture of the Profession Map consists of 10 professional areas, 8 behaviours and 4 bands

Professional areas

Describes what you need to do (activities) and what you need to know for each area of the HR profession at four bands of professional competence.

Behaviours

Describes the behaviours and HR professional needs to carry out their activities. Each behaviour is described across four bands of professional competence.

Bands and transitions

The bands in the profession map describes the four bands of professional competence within the HR profession and the transition challenges faced when moving from one band to the next. I also interpret the bands to the level within the organisation, Band 1 being your fundamental basics, as you transition through the bands the more senior the role and how their contribution and success is measured.

Professional Areas

1. Insights, strategy and solutions
2. Leading HR
3. Organisation design
4. Organisation development
5. Resourcing and talent planning
6. Learning and development
7. Performance and reward
8. Employee engagement
9. Employee relations
10. Service delivery and information

Behaviours

1. Curious
2. Decisive thinker
3. Skilled influencer
4. Personally credible
5. Collaborative
6. Driven to deliver
7. Courage to challenge
8. Role model

The map sets the standards for HR professions, Lester (Lester, 2010, p2) argues that a professional doesn't need to be member of a defined association. From this a profession can be distinguished from 3 main characteristics:

1. Is based on a body of knowledge (usually theory, knowledge and practice) that can be taught and learned
2. Its practitioners possess appropriate expertise to which they apply their knowledge and judgement
3. Is underpinned by a code of conduct.

Louisa Baczor (2015) describes that being a professional is not just about demonstrating expertise and skills, but knowing how and when to apply that knowledge.

Elson (Elson, 1975, pg177) states that a distinguishing characteristic of any profession is that it has ethic. It involves continuing up to date competence and knowledge and standards of behavior and performance.

The behaviours set out in the profession map, reinforce the requirements for HR professional in how to carry out their day to day activities, as Woodham & Taylor (Woodham & Taylor, 2016, pg68) state historically the HR function played a role that was more administrative than it is today. Today there is more focus on HR to 'add value' either individually, (commercially and strategically) or through the HR functional areas ensuring employees are engaged and motivated throughout the employee cycle in turn delivering and adding value. Enabling and encouraging each employee to maximise their personal contribution, through application of Infrastructure factors (hygiene) and Differentiators (motivators).

As described by Woodham and Taylor (Woodham & Taylor, 2016, pg70) adding value can be divided into 4 activities:

- Maintenance
- Crisis prevention
- Continuous improvement
- Change management

With Continuous improvement and change management adding more value than maintenance and crisis prevention, the emphasis and need for behaviours such as being skilled influencers to gain commitment to change and less resistance is more importance. As so is the courage to challenge behaviour, it is in most cases when going through any change in an organization unless you can bring people along with you, resistance will be high making this use of this behavior crucial to success.

According to CIPD (CIPD, 2012) there is more requirement for HR professionals to be 'Business savvy', with four elements, (1) understanding the business model in depth, you can argue that the curious, personally credible and the driven to deliver behavior support the requirements these by looking for innovative ways to add value, being commercial and HR expertise bringing value to the organization and stakeholders and being resourceful to deliver the best results. (2) Generating insight through evidence and data, being a decisive thinker and having the courage to challenge, being able to understand and use information to make decisions and having the courage to ask questions if information is unclear. (3) Connecting with curiosity, purpose and impact, again being curious, collaborative and working as a role model, leading by example, working with a range of people and collaborating at all levels. Finally (4) leading with integrity, consideration and challenge, acting as a role model with being driven to deliver, the courage to challenge and being a skilled influencer to challenge the pursuit of organisations goals.

The behaviours also support the requirement for HR professionals to be thinking performers, where the expectation to display behaviours and attitudes such as consciously seeing to contribute to underlying organization purpose reinforcing legal and compliance, diplomatically challenge the way things are done and to find solutions. Having contact with customers and reacting to feedback, development performance and looking both internally and externally to learn new ideas, practices, ways of working that can be adopted into the organisation. The behaviours set out in the profession map underpin the requirements of HR professional to be more than administrative and be more partnership and collaborative at all levels, whether that is as a technical or a senior leader are essential to being an effective HR professional.

Summary & Conclusion

In summary the CIPD Profession Map identified the roles and behaviours of a HR Professional and can be used as a assessment for both an individual or a team, it is an enabler to understanding career paths and creating development plans and can contribute to a profession development plan.

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: CIPD level 5

Developing Professional Practice in Human Resources
Activity 3

Student Name: Claire Chambers

Student Number: 1905427

CIPD Membership Number: 46918138

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: C L Chambers

Date: 12th January 2020

Activity 3

In this activity I will present a range of work-based evidence which demonstrates my ability to plan, implement, monitor and evaluate work projects. How I apply basic techniques for analysing and resolving problems and finally method used for influencing, persuading and negotiating with others.

Over the past 5 years I have had the opportunity within Tata Steel to run many projects both small and large. As stated by Oxford University Press (2020) A project can be seen as an initiative or activity characterised by having a clearly defined aim which is linked to a set of objectives and fixed timescales, and is executed by a team of people. Project management is a collection of loosely connected techniques which are used to plan, implement, run, and bring projects to a successful conclusion.

One of the latest small project I have had to undertake, has been taking the existing Career Development Plan (CDP) template that is currently in an excel format and to look for a better solution that can be integrate it into our People Management system called PeopleLink.

According to Tylor & Woodham (Taylor & Woodham, 2016, p79) Project management can be split into 5 stages:

- Initiation
- Planning & design
- Execution
- Monitoring & Controlling
- Completion

As part of the initiation phase within the project was to understand the problem the company is trying to solve and to find the best solution with little or no cost.

As described by Mindtools Ltd (1996-2020), problem solving contains four basic steps:

1. Defining the problem.
2. Generating alternatives.
3. Evaluating and selecting alternatives.
4. Implementing solutions.

There are also various problem solving tools that are available such as 5 whys, appreciation and root cause analysis that can support defining the problem.

From defining the problem, one of the key steps was to understand the stakeholders involved, expectations and their role and how best to engage them in both decision making and engagement in the change. As Taylor and Woodham state (pg78) being professional involves taking a stakeholder perspective on activities and accepting they have a stake and their interest need to be taken into account when making decisions. The stakeholders in the project:

- Business Director – wants to be able to have a view on his teams CDP progress
- HR Director - wants to be able to understand the CDP output for longer term career planning
- Talent team – Agreement to the solution and process
- HR IT team – development of the solution

- Employees – use the solution

In Appendix 1 are the presentation slides used for stakeholder engagement in the change board meeting to sign off and initiate the project with the HR IT team. The aim of the presentation was to:

1. Agree the problem trying to solve and the current status
2. Outline the solutions reviewed with pros and Cons
3. The preferred solution to implement
4. The activities and timescales involved

Throughout the my career I have been faced with situations where I have either had to influence, persuade or negotiate to get a desired result. Yemm (2008) argues that to be an effective influencer you need to have the following attributes:

- Friendliness
- Empowerment
- Vision
- Ability to build alliances
- Expertise and knowledge
- Bargaining skills

Taylor and Woodham (Taylor & Woodham, 2016, pg 85) state that the purpose of a negotiation is to reach a common understanding or produce an agreement upon a common course of action. Negotiation skills are used to resolve conflict and gain a win-win outcome.

I have found myself recently in a situation where I have had to find a way of finding a win win solution for three key stakeholders and to find an outcome that would suit all 3.

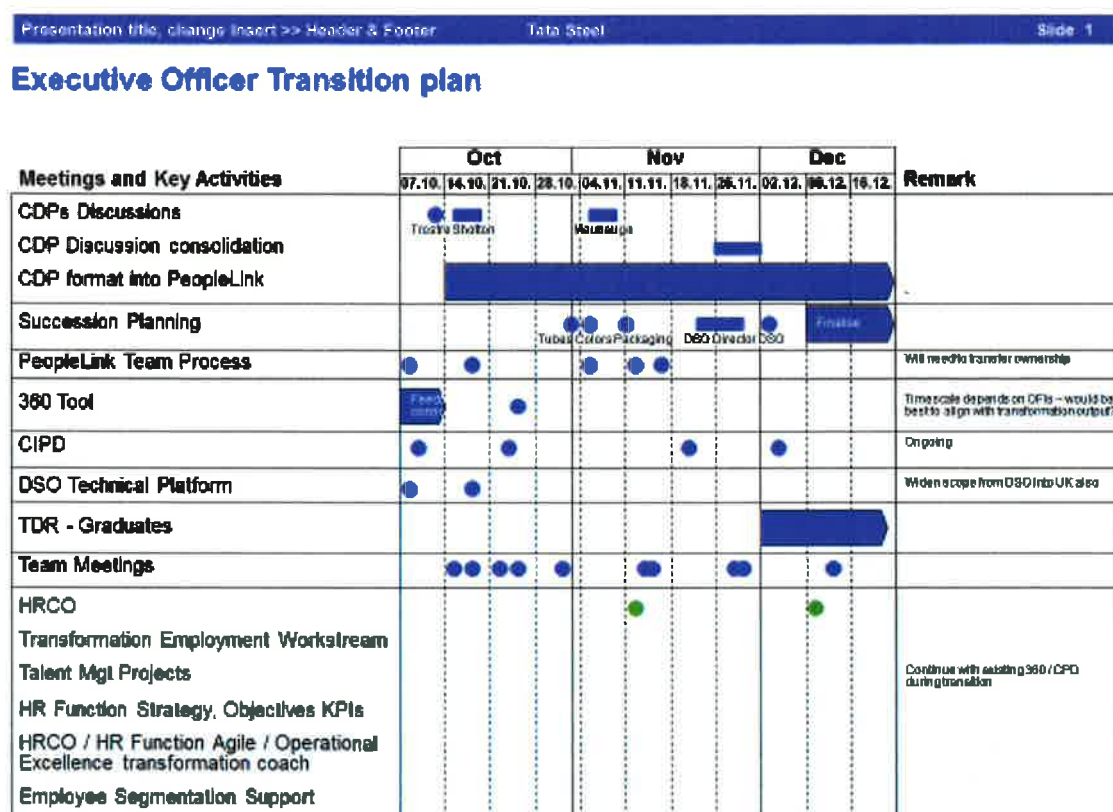
Stakeholders

- Executive HR Director – New line manager
- Head of Talent and Recruitment – Reporting line
- Director HR Downstream Operations – Dotted reporting line, director for the area covered as a Talent Manager

I was recently offered a new role working for the Executive HR Director, however with the company position there was three items to agree with the individuals for me to move into the new role (1) what activities and objectives had to be complete (2) the timescales for me to move into the new role (3) how the activities get picked up in the future.

As a starting point, understanding the stakeholders expectations and minimum requirements and what outcomes they would like. From this I developed a transition plan fig 1 that I could use as both a communication and engagement tool as well as a visual aid.

Fig 1 – Executive Officer Transition Plan



A meeting was organised with each of the stakeholders to discuss and gain their feedback and agreement. The plan circulated to all to confirm agreement.

From completing the Thomas Kilman model for conflict (Activity 3 appendix 1) I can see that my predominant style for managing conflict is compromising however the avoiding and accommodating are close secondary styles. I would tend to agree with the outcome, naturally I try to avoid conflict and find resolution whilst ensuring stakeholders are happy. This would be evident in how this situation and issue has been resolved

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Activity 3 Appendix

CDP Forms into PeopleLink -

1. Current status

- CDP can be seen as ad-hoc process, independent to current talent process
- Not integrated into PeopleLink
- Excel format – not seen as modern
- No central repository – stored locally or SharePoint
- Lack of visibility / reporting of progress

2. Potential Options

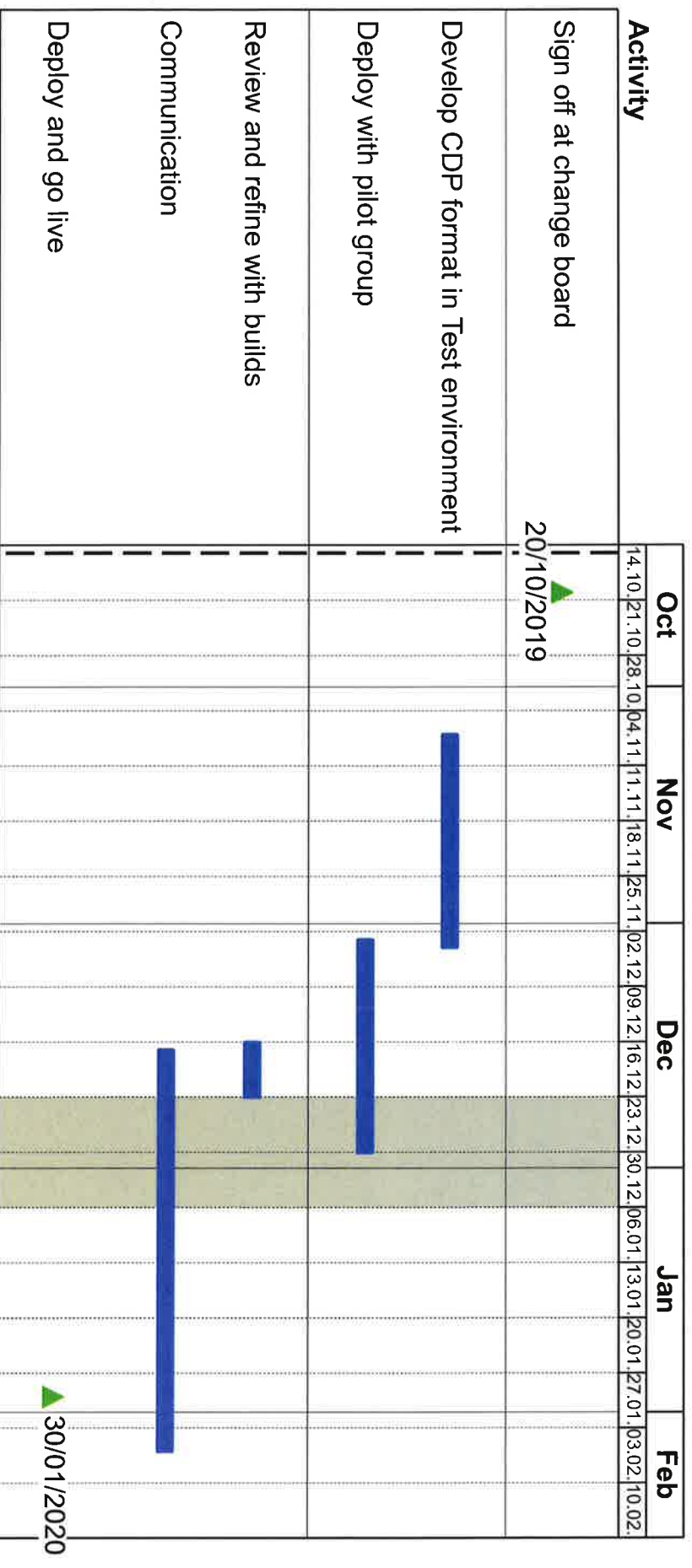
Option	Pros	Cons
1. Stay as is CDP in an Excel document. Stored CDP's in a central place on SharePoint	• No cost • Already in place • No change in way of working	• Not linked to employee in PL • Hard to find on SharePoint • Not reportable
2. Launch a form in PL Similar to PR & 360, designed fit for purpose. Create through Review forms – create new form	• No cost • Know who has been identified as part of the process • Progress reportable • Opportunity to refresh / streamline the form	
3. Use Employee profile to link the Excel file PL as much as possible to store a CDP (attach it as a document to the employee profile)	• Easy to find, stored in the employee profile	• Not reportable • Takes up large storage space in PL

The screenshot shows a 'PeopleLink' form titled 'Employee Review'. It includes sections for 'Employee Information', 'Reviewer Information', and 'Review Details'. The 'Review Details' section has a table for 'Review Period' with columns for 'Start Date', 'End Date', 'Reviewer', and 'Reviewed'. The form is partially filled out with data.

Option 2 preferred Option - Launch a form in PL

Proposal

- Integrate current form into PeopleLink
- Launch Forms for individuals identified as CDP process (the few not many)
- Development activities captured in development module in PeopleLink
- Reporting created to track progress



Feedback

- PDP functionality, able to make a combination with career paths
- PDP mainly suited for discussions about capability development with line manager
 - It gives a status update on capability vs a current or a future role
- CDP has a broader view/input, not just capability (also leadership development, potential, mobility, network, support organisation etc)
- CDP form is start of a reflection mode, gives an indication of where an individual is at the moment and is a guideline for a career conversation with the CDP panel
- In a CDP individual and business views come together. There are more contributors to the plan than just the individual and the line manager. It is an ongoing document, not necessarily linked to current role
- CDP conversation is meant to get insights by reflection, capture inspiration and document possible opportunities
 - now and in the foreseeable future, taking into account the business circumstances.
- As longer term career development requires more involvement from different stakeholders in the business, it should not be limited to line manager and individual views (for this purpose Career Panel is 1 or 2 levels higher than line manager and in other part of the function/business (side-effect is to increase visibility in the function; acknowledgement)
- CDP is for a limited population (identified talents and senior managers who have the position to initialise the next steps
- Question:
 - What would added value of CDP in PL be?
 - We do want facility to store, access and track progress (x people have a CDP)
 - Key items from CDP are part of PL already (succession info, growth, mobility etc)

Communication Style Questionnaire

This questionnaire is designed to help you assess your *preferred communication style*. Thinking about your behaviour at work, write a score against each statement to represent which best typifies your behaviour where

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

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

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

Self-Assessment: Results

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

Then total each column downwards.

Look at the column where your score is the **highest**.

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

Q1 4	Q3 4	Q4 2	Q2 2
Q5 4	Q6 4	Q7 3	Q8 3
Q10 1	Q11 2	Q9 1	Q12 4
Q14 3	Q15 1	Q16 3	Q13 1
Q18 3	Q17 2	Q19 2	Q20 2
Total 15	Total 13	Total 11	Total 12
Assertive	Passive	Passive Aggressive	Aggressive

HOW DO I MANAGE DIFFERENCES?

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

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

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

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

Source: Kenneth Thomas & Ralph Kilman (1976).

Your scores on the 5 styles for handling conflict

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

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

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

Source: Kenneth Thomas & Ralph Kilman (1976).

Qualification: CIPD Diploma in Applied Human Resources

Module Name: CIPD level 5

Developing Professional Practice in Human Resources
Activity 4

Word Count: 1100

Student Name: Claire Chambers

Student Number: 1905427

CIPD Membership Number: 46918138

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: C L Chambers

Date: 12th January 2020

Executive Summary

This report provides an overview of theories that are associated with team and group working and the dynamics that are associated within teams.

Outlined are the different types of roles that comprise within teams through models widely known such as Belbin and understanding the stages that teams may go through to become effective and normalised such as Tuckman.

Understanding what is meant by organisation politics is described and how the effect of politics within an organisation can have impact and the issues surrounding teams such conflict resolution and communication have on team performance and to organisation objectives and productivity.

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Introduction

In this activity I outline the concepts of group and team dynamics, political behaviour in organisations and how it can impact on organization objectives

Team and group working is part of every organisation day to day life and effective team working is important to achieve organisation objectives. Greenberg and Baron (Greenberg and Baron, 1997, p270) states that teams can be defined as 'a group whose members have complementary skills and are committed to a common purpose or set of performance goals for which they hold themselves accountable'. Watson (Watson, 2014, p210) summarises that both groups and teams have similarities in that they are formed from different members that ideally complement each other, perform different tasks and roles and they can contribute to organisational effectiveness.

Allcorn (Allcorn, 1985) identified 3 types of roles whilst working in groups: group task roles, group maintenance roles and self orientated roles. When referring to team roles Belbin (Belbin, 2020) identified 9 roles that are clusters of behaviours which partly depend on their personality that contribute to high performing teams. There are 3 action / task oriented roles - Shaper, Implementer and Completer Finisher; 3 people oriented roles - Co-ordinator, Teamworker and Resource Investigator and 3 thinking roles - Plant, Monitor Evaluator and Specialist

Whilst Allcorn (Allcorn, 1985) states that the 3 groups are exclusive and each team should comprise of each role, Belbins team roles outlines that all roles are not required at the same time and individuals can play the part of different roles throughout various activities and situations during a teams existence.

As HR professionals we can be members of many different teams at the same time, working as part of the team and working with various stakeholders. So as HR professional it is important to understand how teams are formed and also how teams are composed both skills and behaviours.

According to Mindtools Ltd (1996-2020) Bruce Tuckman first came up with the memorable phrase "forming, storming, norming, and performing" in his 1965 article, "Developmental Sequence in Small Groups." Where he used it to describe the path that most teams follow on their way to high performance.

Stage	Overview
Forming	Teams are new to one another, remain polite
Storming	Individuals push against boundaries, conflict between natural working styles leading to frustration
Norming	Resolution of differences, may ask for help and develop stronger commitment to the goals
Performing	No friction, stable team, achievement of goals

Maintaining relationship within team / group dynamics is critical to team cohesion where high performing teams are more likely to be productive. Aranda et al (1998) identified three types of skills that enhance productivity, these being Problem solving, team interpretation skills and task problem solving skills.

Other issues that may impact productivity is conflict within teams, it is estimates that this can take up approximately 20% of a manager / team leader in resolving and has an impact on how focussed and how motivated individuals within team can be. However conflict as stated by Watson (Watson, 2014, pg229) state that conflict can be used to create a cohesive team by using mechanisms to jointly identify the problem and find solutions.

Communication is a key to ensuring effective teams, (Pentland, 2012) argues that successful communication patterns contribute much to the achievement of a team. As HR professional being able to communicate effectively and be comfortable engaging with others through various mechanism enables teams to be successful. Watson (Watson, 2014, pg 225) depicts that that communication can be employed through, the process considers the source of communication, the methods we use to understand the message, the channel employed, the manner in which we decode the message and the reflection of how a person receives.

Organisation politics as stated by Farnham (Farnham, 2015, p107) is the process of mobilising power within organisations where authoritative power rest with management who are agents of the owners. Pettigrew (2002, pg45) suggest power is central to the strategy process because decisions about what strategy are always political. Organisations politics are generated by structural cleavages, complexity and degree of uncertainty, salience of the issue, external pressures from stakeholders and history of past politics. Harvard Business Review (2017) outline that organisation politics relates to activities associated with use of influence tactics to improve personal or organisational interest.

To enable leaders to influence they must first understand the political landscape, this can help them feel comfortable with making political moves, the landscape consisting of political terrains being the weeds, the rocks, the high ground and the woods have different skills sets where the power is 'informal or formal.

Taylor and Woodham (Taylor and Woodham, 2016, pg83) state that poor teamworking can lead to serious loses in both organisational productivity and individual motivation which is why it is critical to understand team dynamics.

Summary

As leaders and HR professionals being aware of how teams are composed, the behaviours within them and the impact on performance can contribute to effective and high performing teams. The selection of individuals for roles can be considered not only on skills but on behaviours, development plans both for individuals and teams can be created and the delivery and overall contribution to organisation goals achieved. As HR professional using the theory outlined throughout the report it is useful to reflect on our own behaviours, what role we play within a team and how we operate across hierarchies and other teams.

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: CIPD level 5

Developing Professional Practice in Human Resources
Activity 5

Word Count:

Student Name: Claire Chambers

Student Number: 1905427

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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: C L Chambers

Date: 12th January 2020

Introduction

From reading the descriptors for each of the areas and behaviours within the CIPD profession Map, I can identify my areas strengths in Service delivery and information, Learning and Development and Resource and Talent Planning, this is due to existing experience through numerous roles I have undertaken over the past 15 years, these varying from trainer, competency coordinator, capability and improvement manager and more recently a Talent manager.

As I have recently moved to a broader role as an Executive Officer working for the Executive HR Director, an assessment against the areas where I am less familiar, whilst being aligned to the delivery of objectives and the current business transformation that has started, I believe I would identify true development needs and be able to develop a more realistic learning plan.

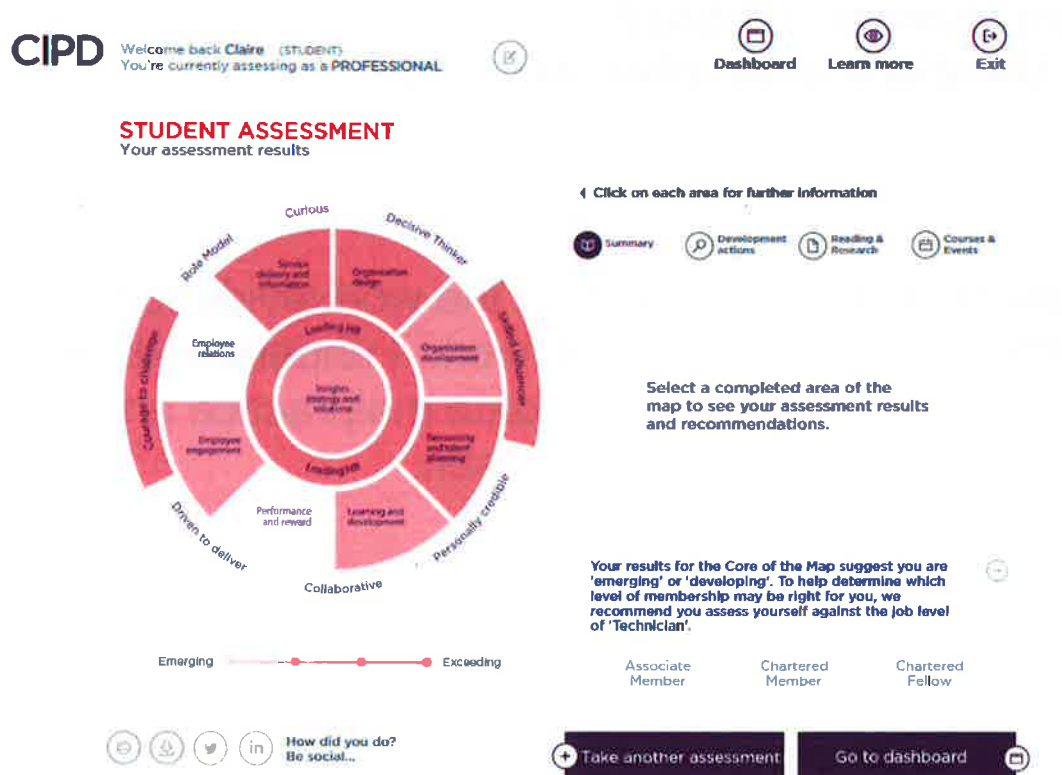
To do this I assessed against both the core areas of Insights strategy and solutions and Leading HR as a starting point. As the company is going through a transformation which will change the way our organisation is structure and how we operate I selected organisation design and organisation development, supported by the courage to challenge and skilled influencer. I selected these 2 behaviours as the transformation will be a big change to how we organise ourselves and operate, these behaviours I believe would be most essential in helping delivering change, reducing resistance, whilst having to influence others and gain the necessary commitment from all stakeholders.

The results of the Profession Map

From completing the Profession Map self-assessment, it shows my results as illustrated in fig1:

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'

Fig 1. Profession map Self Assessment



From the self assessment I have reviewed the suggested development actions and created a development plan as outlined in fig 2.

Taking on board my learning styles, the way I work in the team. I have discussed my development plan and learning objectives with the Executive HR Director and we have agreed on the objectives and also to having direct feedback as situations arise.

This has worked well in practice, to date I have received direct feedback on my style during a meeting where the director has provided some coaching on how to engage senior members of HR.

Fig 2 Development Plan

Development plan

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COVERING THE PERIOD FROM:	January 2020	TO:	January 2021

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
Understand my influencing style and learn to influence people with different styles and different levels within the organisation	• Use a self assessment to understand influencing style • Try different styles with various stakeholders and reflect on experience • Receive feedback on how I approach meetings and engagement	• Self assessment • Feedback from Line manager	Influence a situation or outcome to the planned / achieve outcome	June 2020
Understand the organisation design principles and process and put into practice design principles for HR Organisation design	• Read the Organisation Design Factsheet • Read the chapter on OD & ODV from Taylor & Woodham pg168 – 193	• Taylor & Woodhams book • Factsheets • Discussions with HR committee regarding previous experience of OD	• Being able to partake in OD discussions	March 2020

Activity 5 Appendix

LEARNING STYLES QUESTIONNAIRE

(Honey & Mumford - revised 1986)

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

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

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

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

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

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

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

(Honey and Mumford 1986)

LEARNING STYLES QUESTIONNAIRE - SCORING

(Honey & Mumford 1986)

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

	2 - 1 4 6 - 1 10 - 1 17 23 - 1 24 - 1 32 - 1 34 38 40 - 1 43 45 48 - 1 58 - 1 64 - 1 71 72 74 - 1 79 - 1	7 - 1 13 - 1 15 16 - 1 25 28 29 31 33 36 39 41 46 52 55 60 62 66 67 76 - 1	1 3 8 12 14 18 - 1 20 22 26 - 1 30 - 1 42 47 - 1 51 57 61 63 - 1 68 75 77 78	5 - 1 9 11 - 1 19 - 1 21 - 1 27 - 1 35 37 - 1 44 - 1 49 - 1 50 - 1 53 - 1 54 56 - 1 59 65 69 - 1 70 73 - 1 80
TOTAL	12	4	5	13
	Activist	Reflector	Theorist	Pragmatist

Ring your scores on this chart and join up.

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

Belbin team type questionnaire

Section 1

What I believe I can contribute to a team

A	I think I can quickly see and take advantage of new opportunities	1
B	I can work well with a very wide range of people	6
C	My specialist knowledge and experience is usually my major asset	
D	My ability rests on being able to draw people out whenever I detect they have something of value to contribute to group objectives	
E	I can be relied upon to finish any task I undertake	
F	I am prepared to be blunt and outspoken in the cause of making things happen	1
G	I can usually tell whether a plan or idea will fit a particular situation	
H	I can offer a reasoned and unbiased case for alternative sources of action	2
I	Producing ideas is one of my natural assets	

Section 2

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

A	I am not at ease unless meetings are well structured and controlled and generally well conducted	1
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing	1
C	I have a tendency to talk a lot once the group gets on to a new topic	2
D	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues	1
E	I am sometimes seen as forceful and authoritarian when dealing with important issues	1
F	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere	1
G	I am apt to get caught up in ideas that occur to me and so lose track of what is happening	1
H	I am reluctant to contribute unless that subject deals with an area I know well	1
I	I am reluctant to express my opinions or proposal or plans that are incomplete or are insufficiently detailed	1

Section 3

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	6
D	I can be counted on to contribute something original	
E	I try to maintain my sense of professionalism	1
F	I am quick to see possibilities in new ideas and developments	
G	I believe my capacity for judgement can help to bring about the right decisions	
H	I can be relied upon to bring an organised approach to the demands of the job	3
I	I am always ready to back a good suggestion in the common interest	

Section 4

My characteristic approach to the group is that:

A	I contribute when I know what I'm talking about	
B	I am not reluctant to challenge the view of others or hold a minority view myself	4
C	I can usually find a line of argument to refute unsound propositions	
D	I think I have a talent for making things work once a plan has to be put into operation	
E	I prefer to avoid the obvious and to open up lines that have not been explored	
F	I bring a touch of perfectionism to any job I undertake	
G	I am likely to be the one to make contacts outside the group or the firm	2
H	While I am interested in all views I have no hesitation in making up my mind once a decision has to be made	4
I	I maintain a quiet interest in getting to know colleagues better	

Section 5

I gain satisfaction in a job because:

A	I enjoy analysing situations and weighing up all the possible choices	
B	I feel that I am using my special qualifications and training to advantage	
C	I like to feel I am fostering good working relationships	5
D	I can have a strong influence on decisions	
E	I have a chance of meeting new people with different ideas	2
F	I can get people to agree on priorities and objectives	2
G	I feel in my element where I give a task my full attention	
H	I can find an opportunity to stretch my imagination	
I	I am interested in finding practical solutions to problems	1

Section 6

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

A	I would feel like devising a solution of my own and then trying to sell it to the group	
B	I would be ready to work with the person who showed the most positive approach	
C	I would find some way of reducing the size of the task by establishing what different individuals might best contribute	
D	My natural sense of urgency would help to ensure that we did not fall behind schedule	3
E	I like to read up as much as I conveniently can on the subject	
F	In spite of conflicting pressure I would press ahead with whatever needed to be done	5
G	I would take the lead if I felt the group was making no progress	2
H	I would open up discussions with a view to stimulating new thoughts and getting something moving	
I	I believe I would keep cool and maintain my capacity to think straight	

Section 7

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

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

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

Scoring

The table below is used to compile your Belbin scores.

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

Then add up your totals for each team role.

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

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

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Totals
Completer	E	I	B	F	G	D	C	
Finisher		1				3	4	4
Implementer	G	A	H	D	I	F	E	
			3		1	5	5	9
Monitor	H	D	G	C	A	I	B	
Evaluator	2	1						3
Specialist	C	H	E	A	B	E	D	6
		1	1				4	
Co-ordinator	D	B	A	H	F	C	G	7
		1		4	2			
Team worker	B	F	I	I	C	B	H	12
	6	1			5			
Resource	A	C	F	G	E	H	I	10
Investigator	1	2		2	2		3	
Shaper	F	E	C	B	D	G	A	14
	1	1	6	4		2		
Plant	I	G	D	E	H	A	F	4
		1					3	

