

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources 5CDPP

Word Count

Activity 1 – 784

Activity 2 - 959

Activity 3 - 980

Activity 4 - 928

Activity 5 - 751

Student Name: Lucy Moriarty

Student Number: 2014451

CIPD Membership Number: 5749316X

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: Lucy Moriarty

Date: 07.01.2021

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Candidate name: Lucy Moriarty				CIPD Membership/registration No.:		
Qualification title: CIPD Diploma in Applied Human Resources				Unique Learner No. (ULN):		
Unit code	Unit title	Assessment criteria no.	Evidence description	Evidence reference number	Assessor initials	I/V initials if sampled
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Workshop Timetable	EV 1.1		
5CDPP	Developing Professional Practice in Human Resources	1,1, 1.2, 1.3	Induction Questionnaire	EV1.2		
5CDPP	Developing Professional Practice in Human Resources	1.3	Apprenticeship Learning Agreement	EV1.3		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Screenshot of Module tiles on Moodle	EV1.4		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Screenshot of how to access Quicklinks	EV1.5		
5CDPP	Developing Professional Practice in Human Resources	1.3	West Initial Assessment Outcomes	EV1.6		

5CDPP	Developing Professional Practice in Human Resources	1.1 & 1.3	CIPD Student Membership	EV1.7		
5CDPP	Developing Professional Practice in Human Resources	1.1,1.2 &1.3	Link to CIPD Code of Professional Conduct	EV1.8		
5CDPP	Developing Professional Practice in Human Resources	1.2 & 1.3	Link to UWTSD Student Code of Conduct	EV1.9		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 3.3	Written Report of Project Management			
5CDPP	Developing Professional Practice in Human Resources	3.1	SCR & DBS Meeting Invite	EV3.1		
5CDPP	Developing Professional Practice in Human Resources	3.3	SCR Email	EV3.2		
5CDPP	Developing Professional Practice in Human Resources	3.2	SCR Database	EV3.3		
5CDPP	Developing Professional Practice in Human Resources	3.1, 3.2, 3.3	SCR Project Schedule/Deadlines	EV3.4		
5CDPP	Developing Professional Practice in Human Resources	3.2	DBS Guidance & Example Page	EV3.5		
5CDPP	Developing Professional Practice in Human Resources	3.1 & 3.2	DBS Database	EV3.6		
5CDPP	Developing Professional Practice in Human Resources	3.1	SCR Update Email	EV3.7		
5CDPP	Developing Professional Practice in Human Resources	3.1	CIW Inspection Email	EV3.8		

5CDPP	Developing Professional Practice in Human Resources	5.1, 5.2,	Self-Assessment – Personal Statement			
5CDPP	Developing Professional Practice in Human Resources	5.2	VARK Learning Style Questionnaire Outcome	EV5.1		
5CDPP	Developing Professional Practice in Human Resources	5.2	Honey & Mumford's Learning Styles Questionnaire Outcomes	EV5.2		
5CDPP	Developing Professional Practice in Human Resources	5.3	Personal Development Plan	EV5.3		

Candidate declaration:

- I confirm that the work/evidence presented for assessment is my own unaided work.
- I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action.
- I agree to this work being subjected to scrutiny by textual analysis software if required.
- I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998.
- I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records.
- I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final.

Signature:**Lucy Moriarty****Date:****3.1.2021****Notes on candidate evidence matrices**

Candidates should be encouraged to develop a matrix indicating how their evidence relates to each unit/module and learning outcomes/assessment criteria. This helps advisors and assessors to support candidates to draw links between units and encourage cross-referencing and the possible multi-use of evidence. Evidence matrices can be developed using the unit/module and learning outcomes/assessment criteria, giving candidates an opportunity to link their evidence to each outcome.

Another approach is to have a more generic form where candidates list evidence and tick relevant boxes to show coverage.

Whatever approach is employed candidates should be encouraged to complete these forms themselves and not expect assessors to do this for them.

Activity 1

I recently had a career change within my Organisation and was successful for the HR Assistant role. During my supervision with my line manager, I discussed studying the Level 5 CIPD Diploma in Applied Human Resources to support and develop my career in becoming a HR professional. My studies commenced in September 2020 and will run until May 2022, during this time I will attend monthly workshops.

Following acceptance of a place, I was contacted by Julie Thomas (Course Lecturer) who provided me with details of the programme and the workshop timetable (EV 1.1). I diarised all workshop dates and shared them with my manager, so that she was aware of when I would need to be released to attend workshops.

Prior to starting the course, I was contacted by Carola Platz who is the training advisor for Coleg Sir Gar. Due to the programme being an apprenticeship, which is funded by the Welsh Government, I was asked to enrol with Coleg Sir Gar to secure funding for the apprenticeship. As the programme is managed by the University of Wales Trinity Saint David (UWTSD) and the apprenticeship scheme is managed by Coleg Sir Gar it means that I hold student membership of the two institutions. This is beneficial as it allows access to a broader range of resources.

I was made aware that in normal circumstances Carola would have visited me in my workplace to carry out a health and safety assessment but due to the current pandemic and the restrictions in place this was not possible and so the health and safety vetting form was completed by our Organisations Health and Safety Officer. Carola advised that she would be in contact with me via phone every 61 days to carry out a review of how I was progressing with the qualification.

On 23rd September 2020 I attended University of Wales Trinity St David campus for an Induction day. During the induction we were informed that due to the current restrictions in place the induction would be carried out in half a day, whereas in normal circumstances the induction is structured over a full day. Julie Thomas introduced herself to us and the lecturers of the programme and provided us with details of the programme of study, the core text books that would be needed, key resources and how to access Turnitin and Moodle. We were asked to complete an induction questionnaire (EV 1.2) and were also asked by Carola to complete the apprenticeship learning agreement (EV 1.3) so that funding could be secured.

The Level 5 CIPD Diploma in Applied Human Resources programme is made up of 16 modules, 5 core modules, 6 knowledge-based modules and 5 competence-based modules. The qualification will be undertaken over 900 hours, which will equate to 450 hours of guided learning through attending the workshops and activities and 450 hours of self-study. All assignment information is provided on Moodle (EV 1.4), Moodle can be accessed by "Quicklinks" on the UWTSD website along with access to email through outlook (EV 1.5).

Prior to the induction I was provided with login details for the WEST platform, as part of the programme it is a requirement to continuously develop skills in application of number, communication and digital literacy. To do this I had to complete the initial assessments to indicate what level of learning I was at. (EV1.6)

During the induction we were also informed of the CIPD membership and how it was a requirement of the course to become student members (EV1.7). Being a student member allows you to have access to a range of resources, advice and research. On successful completion of the qualification a certificate from CIPD will be received and the letters Assoc CIPD can be used after your name.

We were made aware of the CIPD code of professional conduct that can be found on the CIPD website (EV1.8), all CIPD members must commit to upholding and maintaining the standards and behaviours ('obligations'), regardless of their level of membership. There obligations are set out under 4 principles, which are:

- Professional Competence and Behaviour
- Ethical Standards and Integrity
- Representative of the Profession
- Stewardship

There is also a student code of practice that can be found on the UWTSD Moodle page (EV1.9) which outlines the expectations and general principles of being a student and provides examples of unacceptable behaviour and examples of sanctions.

An induction to a programme of study is imperative to ensure that the student is aware of what is expected of them and how to also find support. To ensure successful completion of the qualification, it is also important that all resources are accessed and used effectively.

References

Cipd.co.uk. 2020. *Code Of Professional Conduct*. [online] Available at:
<https://www.cipd.co.uk/Images/code-of-professional-conduct-april-2020_tcm18-14510.pdf> [Accessed 1 January 2021].

EV1.1**Timetable – CIPD Diploma in Applied Human Resources – Cohorts 3 and 4****Cohort 4 start September 2020**

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
23 rd September 2020	Induction for Cohort 4 only	N/A	N/A	N/A	N/A
30 th September 2020	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 19/10/20 Part Two – 5/7/21	Part One - Written response. Part Two - Research Report.
21 st October 2020	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	4/1/21 plus submission of updated Personal Development Plan in March 2022.	Portfolio of Evidence
25 th November 2020	Understanding the Contemporary HR Function	5CMHR	BMPD5003	1/2/21	Slides and notes pages
December 2020	<i>No workshop – optional tutorials/skills day will be offered instead.</i>				
6 th January 2021	Understanding the Business Context of HR	5CBIC	BMPD5001	1/3/21	Written report, analysis notes
3 rd February 2021	Understanding Employment Law	5CELW	BMPD5004	19/4/21	Written answers to questions
3 rd March 2021	AM: Understanding Employment Law PM: Recap on Research Report	5CELW	BMPD5004	19/4/21	See above
24 th March 2021	Understanding Coaching and Mentoring in the Organisation	5KDCM	BMPD5009	17/5/21	Briefing paper
5 th May 2021	Contributing to Coaching and Mentoring in the Organisation	5ADC M	BMPD5014	5/7/21	Portfolio of Evidence
9 th June 2021	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	13/9/21	Slides and notes pages

7 th July 2021	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	13/9/21	Portfolio of Evidence
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22 nd September 2021	Understanding the Management of Employment Relations	5KCER	BMPD5008	18/10/21	Written answers to questions
20 th October 2021	Understanding the Management of Change	5KMOC	BMPD5010	15/11/21	Slides or screen shots with notes pages
10 th November 2021	Contributing to the Management of Change	5AMOC	BMPD5015	3/1/22	Portfolio of Evidence
8 th December 2021	Understanding Employee Engagement	5KEEG	BMPD5007	7/2/22	Briefing paper
12 th January 2022	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	7/3/22	Portfolio of Evidence
9 th February 2022	Developing Professional Practice	5CDPP	BMPD5000	25/3/22	Personal Development Plan Update
9 th March 2022	Understanding Resourcing and Talent Planning (Cohort 4 only)	5KRTP	BMPD5005	25/4/2022	Written answers to questions
27 th April 2022	Contributing to Resourcing and Talent Planning (Cohort 4 only)	5ARTP	BMPD5011	21/5/2022	Portfolio of Evidence
11 th May 2022	Additional Skills Day (Cohort 4 only) – only attend if advised by Carola Platz.				

EV1.2**Induction Questionnaire - Diploma in Applied Human Resources**

	Question	Answer
1.	When, where and at what time will the course will be delivered?	UWTSD Campus, Wednesday's 9.30am – 4.30pm
2.	How many modules form part of the programme?	16 Modules - 5 core modules - 6 Knowledge based - 5 Competence based
3.	What are the term dates for this year?	30 th September 2020 – 7 th July 2021
4.	What is Moodle?	Virtual Learning Environment
5.	What is Eduroam?	Eduroam enables you to access servers from different sites.
6.	What is Turnitin?	To electronically hand in work
7.	Do you know when you are required to hand in work?	By the deadlines given
8.	What is the core text for this programme?	Studying Human Resource by Taylor and Woodhams (2016)
9.	Do you know how to access the library catalogue?	Through the UWTSD website by clicking "Quicklinks"
10.	Do you know who to go to if you have a question/concern about the course?	To either Julie Thomas or Rachael Williams
11.	What is the name of the Training Adviser?	Carola Platz
12.	What is the name of the course lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	Yes – 450 hours
14.	Do you need to be a member of the CIPD?	Yes.
15.	What support is available for study skills?	Student Support Services
16.	Do you know where the fire-exits and first aid points are for the building?	
17.	How many credits is the programme?	90 Credits
18.	What is the length of the programme?	2 years
19.	Have you been given the student handbook and time-table?	Yes – sent via email before induction.
20.	What academic level is this qualification?	Diploma level 5

Name: Lucy Moriarty

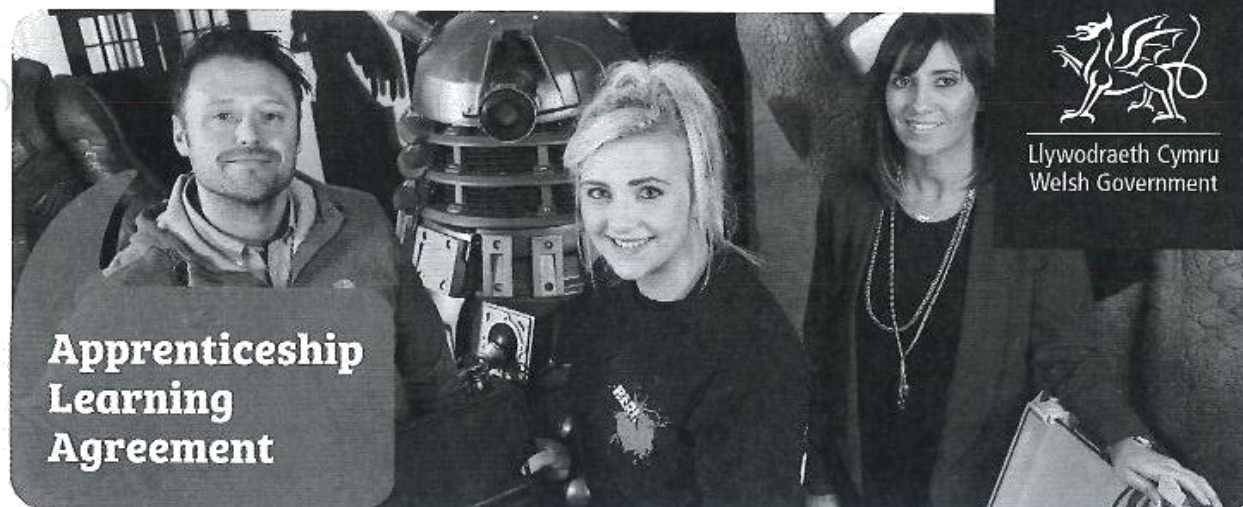
Signed: L.Moriarty

CIPD Membership Number: 5749316X

Signature of Lecturer:

Date:

EV1.3



Apprenticeship Learning Agreement

To be completed by the provider

This agreement made on 23.09.2020 (date Apprenticeship commences)
 between _____ (the employer representative)
 of Walsingham Support (the name of the company)
 at Forge Fach Resource Centre, Clydach, Swansea (the address of the company)
 and Lucy Moriarty JH 45 24 89 B (the apprentice and N.I number) and
Coleg Sir Bar (the delivering provider) and
 _____ (the contracted provider) to study
Applied Human Resources (specify skill, trade or occupation of the Apprenticeship) following the
CIPD Apprenticeship Framework* at current level 5, expected to progress
 to level 6. Expected final completion date is 23.09.2022. Hourly rate of pay at start of
 Apprenticeship is _____.

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

All parties agree that

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

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

The employer: _____ Date _____
 The apprentice: [Signature] Date 23.09.2020
 The provider: [Signature] Date 23.09.2020
 The provider: _____ Date _____
 (if different from the provider delivering the apprenticeship)

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

EV1.4

Home My Modules Moodle Archives English (en) Lucy Jay Moriarty

Course Information

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

Using a Research Approach i...

Research Methods in Human
Resource Management

Developing Professional Pra...

Studying Human
Resource Management

The Contemporary HR Funct...

Human Resource
Management at Work

Business Context of HR

Human Resource
Management in Context

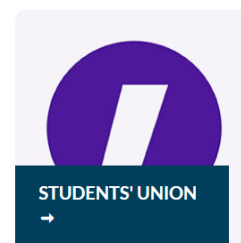
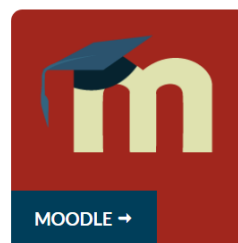
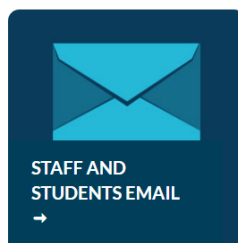
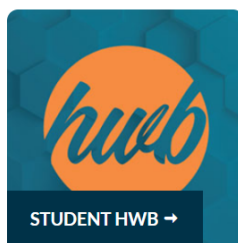
Employment Law

INTRODUCTION TO
EMPLOYMENT LAW

EV1.5

QUICK LINKS

Access to email, support services, information and resources for UWTSd students and staff made easy.



<https://hwb.uwtsd.ac.uk/dashboard/anonymous>

EV1.6

etrack.pembrokeshire.ac.uk/etrack/Visits/TrVisit/1316-0003-445401?traineeid=1316-0003-127125

Accessibility Mode: OFF

Appointment

Plan

Notes (2)

Review

File Employer feedback.zip

Planned

☒ All day

21/10/2020

00:00:00 to 00:00:00

Actual

☒ All day

20/10/2020

B *I* U ~~S~~ $\times_a$ $\times^a$ $\int_x$ Format - Font -

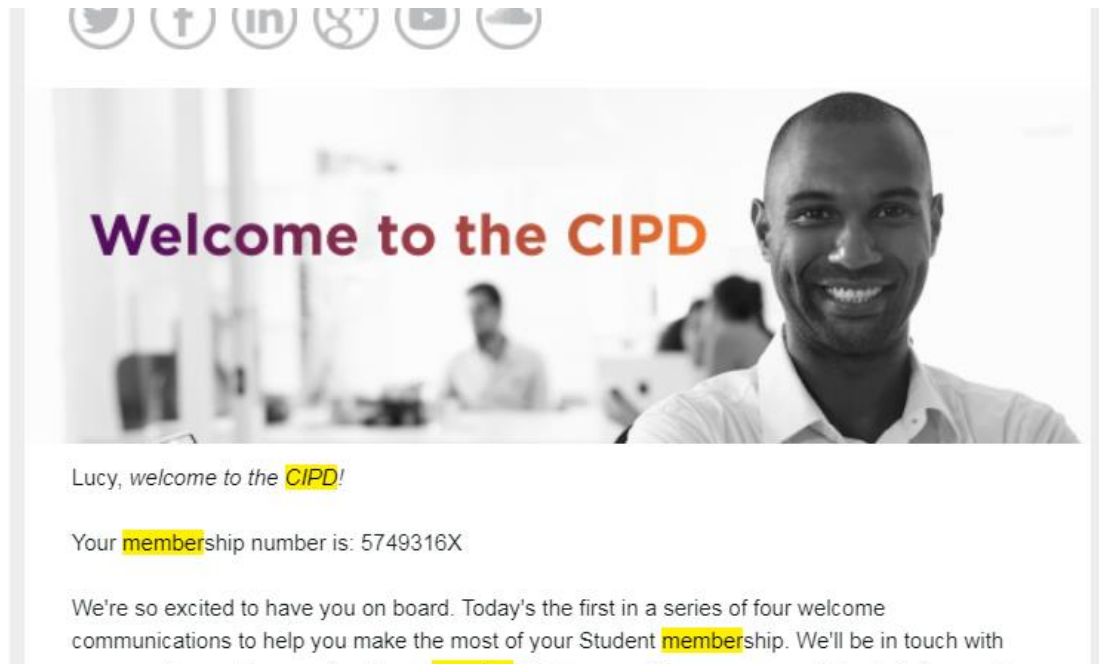
Lucy had completed all her West initial assessments which is great. She achieved a level 3 in all three areas and could be entered for the Digital Literacy exam immediately. The Essential Skills team will contact her shortly to discuss her options.

With regards to the course, Lucy has attended her induction and first lesson. The second session is due tomorrow and Lucy is hoping to attend. She has never been in a uni setting before and the writing and studying methods are new to her. However, Lucy has found her feet and the topics are interesting and relevant.

Lucy does not really enjoy working from home but needs must.

Lucy's line manager has been contacted for feedback.

EV1.7



EV1.8

CIPD Code of Professional Conduct

https://www.cipd.co.uk/Images/code-of-professional-conduct-april-2020_tcm18-14510.pdf

EV1.9

UWTSD – Student Charter

<https://www.uwtsd.ac.uk/studentcharter/>

Activity 2

Introduction

The HR profession Map was firstly developed in 2009, for the purpose of this report I will be referring to the 2013 version to underpin my points.

The HR profession map is designed for HR professionals around the world to undertake a self-assessment to highlight the areas that are needed for development and to be also used for continuing professional development (CPD). The HR professional map is used as a benchmark by HR professionals to increase competence and to ensure that standards are measured and met for organisational development.

2013 HR Profession Map

The map demonstrates 2 core areas, 10 professional areas, 8 behaviours and 4 bands of professional competence. The HR profession map is described on the CIPD website as being “flexible, so you can choose what to focus on depending on your area of work, the level of accountability you have in your role, and your career development ambitions” CIPD website (2019).

The HR Profession map identifies each stage of the HR profession through the 4 bands of professional competence. It describes what you need to do, what you need to know and how you need to do it, from the start of your HR career at administration level through to Senior roles. The bands enable you to establish yourself in your current level of competence, it gives you the insight of what improvements can be made in your current role and the skills that need to be gained, of which can then be implemented to enable you to advance through the bandings.

There are 10 professional areas of the HR profession map. At the centre of the map there are the two-core professional areas, the two core areas are essential to all HR professionals regardless of what level of the profession they are at. The core areas at the heart of the map are:

- Insights, strategy & solutions – this helps to gain an understanding and give an insight of the organisation in order to structure its strategy and solutions to address the present business needs and for in the future.
- Leading HR – Leading the way for HR professionals by acting as a role model by ensuring that HR function is contributed in not only HR but across the whole organisation by supporting and developing others.

Additionally, there are a further eight professional areas in which professionals follow and implement. Whilst the core areas are relevant to all professionals, the eight remaining areas are more role specific. “The relevance of these areas will depend on the specific role that practitioners have in organisations”. Woodhams, Perkins and Wilkinson (2016). The professional area’s provide HR Professionals with the insight on what needs to be done and what you need to know, regarding the 4 bands and 8 behaviours, to be able to effectively carry out the role.

In 2018, CIPD developed and introduced a new profession map which has been designed to reflect the priorities and the role of HR professionals. At the core of the map is the continuing 'purpose' which "is to champion better work and working lives". The knowledge and behaviour sections of the map are linked to CIPD membership levels and the core values are principles-led, evidence based, and outcomes driven.

CIPD HR Profession Map Behaviours

On the outer edge of the 2013 HR profession map are the 8 behaviours. The behaviours stipulate what qualities are needed to be an effective professional. The profession map behaviours describe the competencies that HR professional need to implement within their role and it explains contra-indicators that provides details of the negative aspects of each behaviour. "The CIPD profession map sets out standards for HR professionals around the world. The activities, knowledge and behaviours needed for success" (CIPD, 2015).

The behaviours are described at each band level and explain the competencies that are required of professionals to display at each stage of their careers. HR Professionals should demonstrate behaviours that align with the profession map.

The behaviours are described by the CIPD (2013) as follows:

- Curious – is focused on long term goals and pursues ways to add value to the Organisation
- Decisive Thinker – able to analyse data to make recommendations and robust decisions. For example, analysing absence data to support managers with a structured return to work process to improve absence.
- Skilled Influencer – able to gain support and trust from stakeholders.
- Personally Credible - leads with professionalism and utilises HR expertise and commercialism to add value.
- Collaborative - able to work collectively and inclusively with others inside and outside an organisation, building strong relationships
- Driven to Deliver - resourceful and delivers results.
- Courage to Challenge - able to challenge others confidently with robust knowledge, resilient when changes occur, or new challenges arise.
- Role Model - leads by example and has an ethical approach. Acts as an impartial party, showing integrity always.

From the list of behaviours using a curious and collaborative approach are the essential qualities that are required when working with people either inside or outside of the Organisation. Also, being a skilled influencer, role model and being personally credible all help to encourage change within an organisation providing long lasting results.

Conclusion

The CIPD HR profession map is a self-assessment tool and it details competencies that HR professionals require to fulfil their roles both now and in the future. The map aids development not only to individuals but also to the Organisation, it defines and supports

pathways into different stages of HR careers and should be consistently used and referred to throughout an individuals' career to ensure continuous professional development. Finally, to achieve professionalism within HR, individuals should be continually assessing their practice against the eight core behaviours to have awareness of where further development is needed, as the behaviours represent the qualities that are required.

References

CIPD. n.d. *The 2013 Profession Map For HR And L&D / CIPD*. [online] Available at: <<https://www.cipd.co.uk/learn/profession-map/2013-profession-map>> [Accessed 10 December 2020].

Taylor, S. and Woodhams, C., 2016. *Studying Human Resource Management*. 2nd ed. London: CIPD, pp.110-111.

CIPD People Profession. n.d. *New Profession Map / CIPD Profession Map*. [online] Available at: <<https://peopleprofession.cipd.org/profession-map>> [Accessed 12 December 2020].

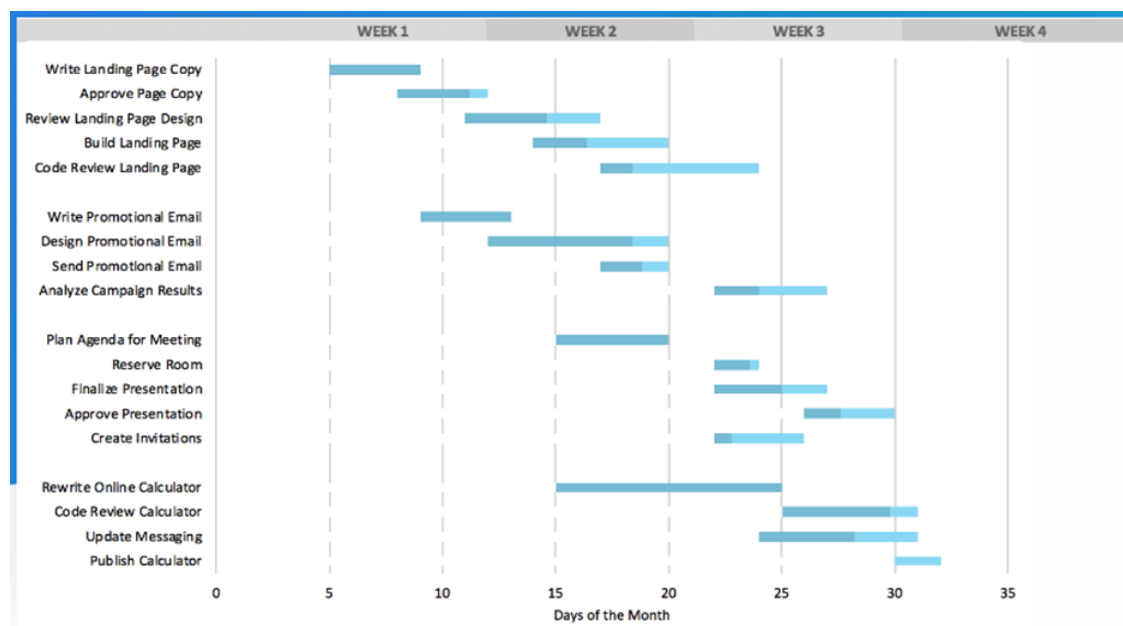
Cipd.co.uk. 2015. [online] Available at: <https://www.cipd.co.uk/Images/the-cipd-profession-map-standard-format_tcm18-9814.pdf> [Accessed 1 January 2021].

Activity 3

According to Johns and Perkins (2016) there are 5 stages to project management, the stages should be followed or taken into consideration before commencing a project. Regardless of the size of the project, applying the following 5 stages will ensure that it is appropriately managed.

1. Initiation – Where the project idea is formed, and the key components identified
2. Planning – This stage identifies resources regarding timings and costings
3. Execution – putting the project plan into action
4. Monitoring and control – Measuring the progress of the project and dealing with any issues
5. Completion – the end of the project. Reflecting on the course of the project and what has been learned and what changes have been implemented.

To manage and monitor a project effectively it can be advantageous to create a Gantt chart; this can be used as a visual to detail how long a project should take by plotting each stage to chart time management and to ensure that a project doesn't overrun, as shown in the example below. The Gantt chart was designed by Henry Gantt in the 1910's and is still an important planning tool for project management.



An example of a project that I have managed, is when my Organisation required an update of its staff personnel files and DBS Rechecks, this was my first task in my new role as HR Assistant. Prior to me commencing my role, it had come to light that during the crossover of digitalising personnel files from paper copies, a substantial amount of staff files across the Organisation had been deleted in error. It was also found that the Disclosure and Barring Service rechecks for support staff had not been managed properly by the previous HR team, causing some DBS certificates to expire and in effect cause non-compliance.

Initiation

At the initial stage of the project, I met with the HR Manager who asked me to manage the project of collating the missing information for support staff and the DBS rechecks for the Wales region (EV 3.1) this project also stemmed across the other 3 regions of the Organisation, the HR assistants in the North, South and Head Office were all project leads for their relevant regions.

Planning

During the planning phase I met with the project leads for the 3 other regions in the organisation and we devised an email to send to all affected staff (EV 3.2). A monitoring database was also created on an excel spreadsheet which was labelled the "Single Central Record"(EV 3.3), here I documented all of the staff in the Wales region and information of the documents of which we should hold as a requirement and regulation of the Care Inspectorate Wales. From this we then discussed the documents that would be required imminently and from that we devised suitable deadlines for each set of documents that were required (EV 3.4). The "SCR" project as it became known was added to the weekly HR meeting agenda, so that the project leads could provide the HR Manager with weekly updates of how the project was progressing.

Execution

Contact was made with the line managers of the affected staff for their documents following the plan that was put into place, starting with the most pressing documents being collated first. Prior to the COVID pandemic I would normally arrange appointments with support staff members to come into the office to complete their DBS rechecks. We had also just recently moved from completing paper-based DBS applications to an online version, via Ucheck. Due to the restrictions that were put in place in relation to the COVID outbreak, I was no longer able to meet with applicants to complete their applications and so had to arrange for Locality Managers and Deputy Managers to take ownership of completing the forms with staff. I created and shared guidance for Managers to follow to complete online DBS applications (EV 3.5).

Monitoring and Control

During the update of the DBS forms I found that the applications weren't being completed in a timely manner. I would contact the managers via phone to offer support and further guidance if needed. In extreme cases support staff members were removed from services and were only allowed to return to service once their DBS certificates had been received. It was at this stage that I had to use negotiation and influencing skills to encourage 'buy in' from the managers to support the change of process. As Yemm 2008 (cited in Taylor and Woodhams 2016) states "HR Professionals often need to influence others in order to bring about some sort of change or to gain buy-in to a new process". To monitor the DBS process efficiently I created a database on excel and created a rule to give me a visual update of when DBS certificates were due to expire by changing the colour of each entry, orange showed that the DBS certificate was due to expire and red showed that it had expired

(EV3.6). Fortunately, the SCR project run effectively, all outstanding information was collated in line with the deadlines that had been scheduled.

Completion

The SCR and DBS projects ended earlier than scheduled due to the successful collection of outstanding documents and completion of DBS rechecks. Due to this I received emails of gratitude from the HR manager, Head of Operations, Director of Operations and the CEO (EV 3.7). Since the closure of the project we have had an inspection of files and DBS certificates by the Care Inspectorate Wales and have received excellent feedback from the inspector relating to the documents that are held and the database used to monitor the DBS certificates (EV 3.8). Following on from the completion of the project the SCR and DBS databases continue to be live documents and are consistently monitored and reviewed, ensuring that there will never be a need to repeat the project.

References

Taylor, S. and Woodhams, C., 2016. *Studying Human Resources Management*. 2nd ed. London: CIPD, p.79.

2020. <https://www.teamgantt.com/free-gantt-chart-excel-template>. [image].

Taylor, S. and Woodhams, C., 2016. *Studying Human Resources Management*. 2nd ed. London: CIPD, p.84

EV3.1

Accepted on 09/12/2019 11:45.

SCR and DBS Project

Organizer	Ebony Charles	Sent	Mon 09/12/2019 11:45
Time	11 December 2019 09:30-10:30		
Location	Skype		
Response	✓ Accepted Change Response		

-----Original Appointment-----

From: Ebony Charles <Ebony.Charles@walsingham.com>

Sent: 06 December 2019 12:41

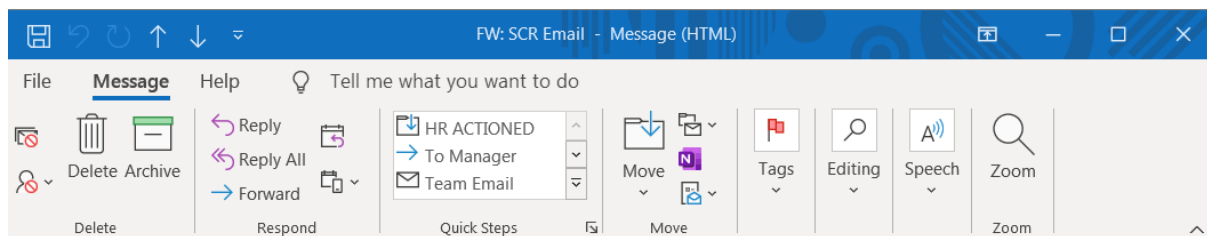
To: Lucy Moriarty <lucy.moriarty@walsingham.com>

Subject: DBS and SCR Project

When: 11 December 2019 09:30-10:30 (UTC+00:00) Dublin, Edinburgh, Lisbon, London.

Where: Skype

EV3.2



FW: SCR Email



Ebony Charles

To: Lucy Moriarty

[Reply](#) [Reply All](#) [Forward](#) [More](#)

Thu 06/02/2020 13:53

Follow up. Start by 11 February 2020. Due by 11 February 2020.
This message was sent with High importance.

- right_to_work_in_the_uk_guidance_notes_doc
1 MB
- J1833 - Application for employment - Management application -V5 2018 - SELF FILL.docx
66 KB

Dear xxxxxxxx

We have recently made changes in regards to how personnel files are saved and stored. We have moved from a paper based system to an electronic based system, to better improve security of your information, and to ensure that changes can be made quickly and easily. Unfortunately while moving towards this electronic system some documents have been deleted when being moved across. We are confident that no information has been lost to external sources or anyone that should not have this information.

EV3.3

Start Date	EMS updated needed?	Right to work / ID	Health form	References	DBS	Application form	Initial Review	Pension	Next of Kin	Employee file location	Interview Summary Form	Personal Specification form	Related interview paperwork	Successful interview letter	Equal ops	Welsh language form	Occupational health check (if applicable)	Contract	Co let
01/04/2019		Y	Y	Y	Y	Y	Y		Y	Papershrink	Y	Y	Y	Y	Y	Y	N/A	Y	Y
01/05/2011		Y	Y	Y	Y	Y	Y		Y	PaperShrink	Y	Y	Y	Y	Y	Y	N/A	Y	Y
16/09/2019		Y	Y	Y	Y	Y	N/A		Y	Papershrink	Y	Y	Y	Y	Y	Y	N/A	Y	Y
26/03/2016		Y	Y	Y	Y	Y	Y		Y	PaperShrink	Y	Y	Y	Y	Y	Y	Y	Y	Y
04/01/2016		Y	Y	Y	Y	Y	Y		Y	PaperShrink	Y	Y	Y	Y	Y	Y	N/A	Y	Y
10/06/2019		Y	Y	Y	Y	Y	Y		Y	Paper Shrink	Y	Y	Y	Y	Y	Y	N/A	Y	Y
22/01/2019		Y	Y	Y	Y	Y	Y		Y	Papershring	Y	Y	Y	Y	Y	Y	Y	Y	Y
04/01/2016		Y	Y	Y	Y	Y	Y		Y	PaperShrink	Y	Y	Y	Y	Y	Y	N/A	Y	Y
08/02/2016		Y	Y	Y	Y	Y	Y		Y	PaperShrink	Y	Y	Y	Y	Y	Y	N/A	Y	Y
20/04/2011		Y	Y	Y	Y	Y	Y		Y	PaperShrink	Y	Y	Y	Y	Y	Y	N/A	Y	Y
29/01/2018		Y	Y	Y	Y	Y	Y		Y	Both	Y	Y	Y	Y	Y	Y	N/A	Y	Y
19/11/2012		Y	Y	Y	Y	Y	Y		Y	Both	Y	Y	Y	Y	Y	Y	N/A	Y	Y
12/03/2018		Y	Y	Y	Y	Y	Y		Y	Both	Y	Y	Y	Y	Y	Y	N/A	Y	Y
01/05/2018		Y	Y	Y	Y	Y	Y		Y	Both	Y	Y	Y	Y	Y	Y	N/A	Y	Y
13/11/2017		Y	Y	Y	Y	Y	Y		Y	Both	Y	Y	Y	Y	Y	Y	Y	Y	Y
24/01/2019		Y	Y	Y	Y	Y	Y		Y	P Shrink	Y	Y	Y	Y	Y	Y	Y	Y	Y
08/01/2018		Y	Y	Y	Y	Y	Y		Y	PaperShrink	Y	Y	Y	Y	Y	Y	Y	Y	Y
04/12/2017		Y	Y	Y	Y	Y	Y		Y-Pdrive	Y-Pdrive	Y	Y-Pdrive	Y-Pdrive	Y-Pdrive	Y	Y	Y	Y	Y
30/04/2018		Y	Y	Y	Y	Y	Y		Y	Both	Y	Y	Y	Y	Y	Y	Y	Y	Y
26/09/2016		Y	Y	Y	Y	Y	Y		Y	PaperShrink	Y	Y	Y	Y	Y	Y	N/A	Y	Y
21/05/2015		Y	Y	Y	Y	Y	Y		Y	PaperShrink	Y	Y	Y	Y	Y	Y	N/A	Y	Y

EV3.4

RE: SCR



Lucy Moriarty
To [REDACTED]

[↩ Reply](#)
[↩ Reply All](#)
[→](#)

Fr

Hi All,

As discussed in today's meeting, please see the deadlines and information below that were agreed on.

Documents	Deadline	Comments
Right to Work (RTW)	28 th May 2020	Documents can be sent via WhatsApp, Text, Email
Health Forms	28 th May 2020	Health forms can be emailed Health forms can be completed over the telephone with the staff members consent.
Application Form	30 th June 2020	This can be sent with a CV along with the first sheet of the application form
References	30 th June 2020	Summary sheet can be completed for references that you cannot get due to organisations not being there anymore along with a completed

EV3.5

Employee Instructions for using uCheck.pdf 350 KB	uCheck online DBS process overview .pdf 113 KB
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From: Lucy Moriarty
 Sent: 16 March 2020 15:04
 To: #Wales-Localities_managers <Wales-Localities_managers@walsingham.com>; #Wales-Deputy_Managers <Wales-Deputy_Managers@walsingham.com>
 Subject: Online DBS roll out - please read and action
 Importance: High

Hi All,

Please see the guidance attached in regards to the new online DBS procedure.

Due to the new restrictions in place, the online DBS procedure will now need to be completed by the applicant but assisted by either a Locality Manager/Deputy Manager.

I will be in contact in due course with names of the next staff members that are due a DBS re-check within the next month.

Please don't hesitate to contact me if you need any support with adding applications to Ucheck.

EV3.5

DBS Guidance – Example Page

Employee Instructions for using uCheck (online DBS system)

Follow this link to access the system:

<https://www.hr-platform.co.uk/individual/application-login/?53BjxPJowBucZ%2Bexr%2FV117JXci4wsp4gkvVHieOkohA%3D>

Step 1 – Personal Information

- Complete the following fields:
 Title Date of birth Gender
 Forename Birth nationality Mother's Maiden Name
 Surname Country of birth Email address
 Town of birth
- Click Next (use 'Previous' to go back and correct any errors)

EV3.6

Service	Employee Name	Reference No	Check Complete Date	Disclosure Date	Re-Check Due	Verification
			06/08/2019	28/08/2019	28/08/2022	✓
			06/08/2019	29/08/2019	29/08/2022	✓
			13/09/2019	09/10/2019	09/10/2022	✓
			06/06/2019	06/06/2019	06/06/2022	✓
			02/06/2020	02/06/2020	02/06/2023	✓
			02/07/2019	02/07/2019	02/07/2022	✓
			02/02/2018	02/02/2018	02/02/2021	✓
			18/11/2020	03/12/2020	03/12/2023	✓
			13/11/2018	13/11/2018	13/11/2021	✓
			18/11/2020	25/11/2020	25/11/2023	✓
			07/02/2020	17/04/2020	17/04/2023	✓
			08/11/2019	11/11/2019	11/11/2022	✓
			30/07/2018	30/07/2018	30/07/2021	✓
			06/03/2020	14/04/2020	14/04/2023	✓
			26/07/2018	26/07/2018	26/07/2021	✓
			23/11/2018	23/11/2018	23/11/2021	✓
			05/08/2019	09/08/2019	09/08/2022	✓
			14/11/2019	03/12/2019	03/12/2022	✓
			15/11/2019	07/01/2020	07/01/2023	✓
			10/10/2017	10/10/2017	Contacted	✓
			18/09/2019	18/09/2019	18/09/2022	✓

Service, Employee Name & Reference numbers removed.

EV3.7

Re: SCR Update



To: [Redacted]
Cc: [Redacted]

Reply Reply All Forward

Sun 07/06/2020 10:53

Hi both,

A fantastic achievement, thank you both for collating this information to achieve this result on behalf of the region 😊

If we can be of any further support just let us know.

Thanks Lucy

EV3.8

From: [Redacted]
Sent: 28 November 2020 07:55
To: Lucy Moriarty <lucy.moriarty@walsingham.com>
Cc:
Subject: CIW Inspection

Hi both,

Just a quick thank you for organising the files and other information ready for the CIW inspection this week. It was very helpful to have you available through the inspection to plug some gaps also Lucy 😊

We also had some amazing feedback overall about the service we are providing, the best inspection feedback we have had in many years.

Thank you again, and have a good weekend 😊

Activity 4

Introduction

Group dynamics within an organisation is very important. Ensuring that a group is made up of a variety of knowledge and expertise, is a proven way to build a successful team. However, as Watson (2014) states that whilst having a diverse group can often be a strength it can lead to irritation and conflict. Team dynamics are formed and affected by the nature of the work, the personalities of the individuals in the group, power and status issues. Poor group dynamics can be disruptive and can threaten the success of a project. HR professionals must learn the skills to be able to work collaboratively and to be able to resolve conflicts. It is paramount that HR professionals can work as part of a team, as they are expected to work collaboratively with other individuals and groups inside and outside of the organisation.

Group Dynamics

The term “group dynamics” was established in the 1940’s by Kurt Lewin a social psychologist. Lewin recognised that individuals adapt to roles and behaviours when working in a group, the term describes the impact of the roles and behaviours on the other individuals within the group and the group in its entirety. As Forsyth (2019) suggests “No group would exist for very long if the members refuse to coordinate their actions with the actions of others in the group”. Groups encounter several stages of changes before they work cohesively and in time become a team. As explained by Katzenbach and Smith (1993) “groups become teams through disciplined action”.

Two well know theories of group dynamics are Tuckman’s Team Development Model (1965) and Belbin’s Nine Team Roles (1981). Tuckman’s theory was developed as a five-stage process to describe how a team develops over time. The stages are described as forming, storming, norming, performing and the fifth stage adjourning, which was added at a later stage in 1977, to describe the teams eventual break up. The stages are essential and necessary for a team to develop, face challenges, overcome conflict, find solutions, plan and lastly to deliver results.

Belbin’s nine team roles identifies what roles individuals take within a team and describe the nine behaviours that the team needs to become successful. The model is made up of nine roles of which Belbin identified through observing behavioural tendencies of individuals, each role describes the strengths and weaknesses. The 9 role models are identified as: Resource Investigator, Team worker, Co-ordinator, Plant, Monitor/Evaluator, Specialist, Shaper, Implementer, Completer/Finisher. The teams that are formed based on the identified team role theories are high performing, as there are no overlapping of roles or missing qualities.

Within Organisations there will always be examples of successful and unsuccessful teams. Within my own organisation, an example of a successful team consisted of a group of individuals from different departments, who would not normally find themselves working together, had to work collaboratively on collating information for an impending inspection

with the regulatory board. Each individual member of the team had responsibility and accountability of their own tasks and met all scheduled deadlines as a result.

Political Behaviours

As aforementioned, diverse teams within an organisation can sometimes lead to conflict and irritation, this is quite often due to individuals with self-serving behaviours. Horn (2009) describes politics within a team as “taking a particular view or position with the intention of personally gaining from that position” thus meaning individuals may have their own agenda within a team setting. Political behaviour within an organisation can be viewed both positively and negatively, whilst it can be deemed as detrimental; when political behaviour is used productively it can enable organisations to meet their strategic goals.

Politics within a HR role is displayed through using influence rather than direct authority. As stated by Johns and Woodhams (2016) “In order to influence others, HR professionals must also have requisite knowledge and expertise”. Without the appropriate knowledge and expertise; HR professionals would be undermined and unable to successfully influence others, which is a fundamental element of making things happen.

Political behaviour can be viewed unfavourably by individuals and can have negative connotations within an organisation which can be costly. Mintzberg (1989:23) viewed political behaviour negatively stating that “political activity is usually divisive and conflictive, pitting individuals or groups against the more legitimate systems of influence and... against each other”. However, not all political behaviour should be deemed as negative and if managed adequately can have an effective impact on the organisation.

Conclusion

Cohesive working is imperative for any organisation to succeed and meet its objectives. Each team member should have a clear understanding of their individual roles, the overall team goal and place trust in knowing that everyone is contributing to the team’s success. It is vital to be able to manage any conflicts or irritations that may arise in the first instance by recognising that within group dynamics; individuals have different agendas and needs. It is relevant to note that “HR professionals do not work solely with others in teams or groups but work with a variety of stakeholders” Johns and Perkins (2016) and so must understand the skills needed to work collaboratively and resolve conflict.

Political behaviour is often displayed by individuals so that they can achieve their objectives at the detriment of the other group members. In every team there are political agendas and it is important that HR professionals should be aware of them but not take part. The use of good communication, operating transparently and encouraging collaboration between team members are all positive examples of how to productively manage and confidently deter negative behaviour in an organisation.

References

Mind Tools (No Date) *Improving Group Dynamics: Helping Your Team Work More Effectively*. (Online) Available at <https://www.mindtools.com/pages/article/improving-group-dynamics.htm> (accessed 2 January 2021)

Forsyth, D., 2019. *Group Dynamics*. 7th ed. Australia [etc.]: Cengage, p.18.

Katzenbach, J. and Smith, D., 1993. *The Wisdom Of Teams*. 1st ed. Berkshire: McGraw-Hill Publishing Company, p.8.

Businessballs.com. 2017. *Tuckman: Forming, Storming, Norming And Performing Model – Businessballs.Com*. [online] Available at: <<https://www.businessballs.com/team-management/tuckman-forming-storming-norming-performing-model/>> [Accessed 3 January 2021].

Belbin.com. n.d. *The Nine Belbin Team Roles*. [online] Available at: <<https://www.belbin.com/about/belbin-team-roles/>> [Accessed 3 January 2021].

Jarrett, M., 2017. *The 4 Types Of Organizational Politics*. [online] Harvard Business Review. Available at: <<https://hbr.org/2017/04/the-4-types-of-organizational-politics>> [Accessed 2 January 2021].

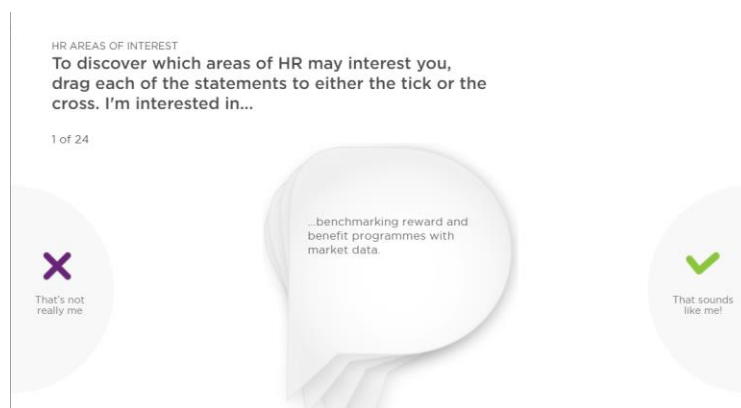
Holbeche, L., 2003. *The Politics Of Work*. [online] People Management. Available at: <<https://www.peoplemanagement.co.uk/long-reads/articles/politics-work>> [Accessed 2 January 2021].

Activity 5

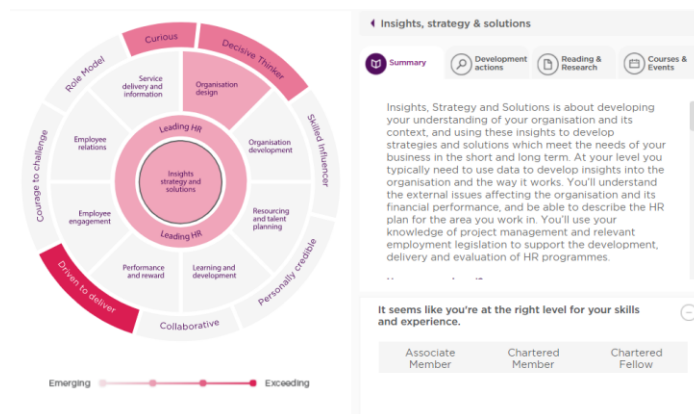
Being a HR professional and a member of the CIPD, it is important that continuous personal development is carried out, not only for personal competence but as Woodhams, Perkins and Wilkinson's (2016) states "many professional bodies view the activity as a prerequisite of continued membership". CPD is imperative to not only develop your skills professionally but to also keep track of your progress. Being new to the HR profession it has been for me undertaking a self-assessment as it has given me a starting point to determine my strengths and the areas of which I need to develop in.

Self-Assessment

For this activity I have undertaken a self-assessment using the 2013 CIPD HR professional map against Band 2, to help identify my continuing professional needs. As a HR Generalist I would need to carry out an assessment against most of the professional areas and behaviours. For the purpose of my Personal Development Plan and this activity, I have chosen to assess myself against the "Organisational Design" professional area. This area was highlighted from carrying out the "HR Areas of Interest" survey, not only is it an area of interest but it is also beneficial for my organisation.



I carried out my assessment against the two mandatory core area's: 'Insights, Strategy and Solutions' and 'Leading HR', the assessment was carried out under my student membership. Within both areas I was deemed as being at the right level for my skills and experience. As aforementioned, my chosen professional area was 'organisation design' and I also chose the following three behaviours 'Curious', 'Decisive Thinker' and 'Driven to Deliver' to assess myself against. From the assessment I was provided with development action plans to be considered and implemented for all chosen areas. The recommendations for 'Development Actions', 'Reading and Research', and 'Courses and Events' will be invaluable guides to further my skills and knowledge. However, for the driven to deliver behaviour I was deemed as 'exceeding expectations' for my level and so this area will not need to be considered in my development plan.



Following on from the assessment I carried out a learning styles questionnaire by Honey and Mumford (1986), from this I was able to determine my preferred learning style prior to completing my PDP. From the questionnaire it was determined that I was a theorist, however, I feel that some parts of the analysis describe my style, I do not fully agree with the description. I also carried out a VARK learning style questionnaire where I found that my learning style was Kinesthetic which I feel is more fitting to how I learn.

From the outcome of the assessment, I met with my line manager and discussed the gaps that had been identified, especially relating to the core area 'Insights, Strategies and Solutions'. It was discussed about me attending Senior Leadership Managers meetings as a HR representative, to gain more of an insight into the organisations performance and to learn of any significant issues that are currently affecting the organisation. Following the meeting with my line manager, I completed a personal development plan from the areas that I need to improve on going forward. Whilst completing this I took into consideration the six steps of successful personal development planning as suggested by Woodhams, Perkins and Wilkinson (2016):

1. Personal Skills Audit – Identifying your learning needs through requesting feedback from peers or line managers, recognising the skills and behaviours of seniors or role-models etc.
2. Setting Objectives – Knowing what you want to improve and using SMART to help achieve objectives.
3. Selecting Opportunities – Identifying opportunities whether inside or outside of the workplace to aid progression.
4. Actions – Creating an action plan and recognising activities that will be advantageous to achieving your targets.
5. Implementation and Progress – Implementing your action plan and seeking the required support and guidance to aid success.
6. Assessment – Reflecting on the route taken to achieve targets.

To ensure that my PDP is kept current and adhered to, I will refer it regularly and use it to monitor and assess the achievement of my targets. My PDP will be a standard agenda item in my one to one meeting with my line manager. I will ensure to add any further identified areas of learning and will update with my accomplishments. I will include experiences and

learning that have aided my professional development, this will include CIPD events, courses and any relevant activities outside of my role. A reflection on my performance will determine the success of my achievements.

References

Taylor, S. and Woodhams, C., 2016. *Studying Human Resources Management*. 2nd ed. London: CIPD, p.114.

Taylor, S. and Woodhams, C., 2016. *Studying Human Resources Management*. 2nd ed. London: CIPD, p.117 – p. 118

CIPD. n.d. *The 2013 Profession Map For HR And L&D | CIPD*. [online] Available at: <<https://www.cipd.co.uk/learn/profession-map/2013-profession-map>> [Accessed 6 January 2021].

EV5.1

The VARK Questionnaire

Your VARK Results

Your learning preference:
Mild Kinesthetic

 Share

People with your preference like:
practical exercises, experiences, examples, case
studies, trial and error, things that are *real*, ...



Full information about
your preference is

Your scores were:

- Visual 4
- Aural 5
- Read/Write 1
- Kinesthetic 7

EV5.2**LEARNING STYLES QUESTIONNAIRE - SCORING***(Honey & Mumford 1986)**You score one point for each item you ticked. There are no points for items you crossed.**Simply indicate on the lists below which items were ticked.*

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

Theorists

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

EV5.3

Development plan

NAME:	Lucy Moriarty	MEMBERSHIP NUMBER:	5749316X
COVERING THE PERIOD FROM:	September 2020	TO:	Ongoing

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
Insights, Strategies and Solutions. Gain a better understanding of the organisation's strategic aims.	Attend Senior Leadership Meetings as HR representative. Review KPI's for the organisation and analysing and interpreting business performance data.	Performance documents, minutes from SLM meetings	Attending meetings as HR representative and receiving up-to-date performance information	July 2021
Being able to advise appropriately on employment law	Attend Employee Relations cases with my line manager. Read up on Employment law cases Access Factsheets from the CIPD website	Past cases and the outcomes.	Having knowledge of the Disciplinary process from start to finish and HR's involvement.	July 2021
Become CIPD Level 5 Qualified	Attend Workshops and complete Assignments to deadlines.	- Being released from work one day a month to attend workshops - Time to complete Assignments - Having access to the CIPD website and factsheets - Using the core text books	Completing assignments to deadlines and having access to resources and mandatory reading.	May 2022