

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

[Activity 1]

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CIPD Membership Number: **53274196**

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

Signed:

Date: 22/01/2018

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1. Evidence piece number 1 – Programme of Study Handbook – CIPD Level 5 Diploma in Applied Human Resources
2. Evidence piece number 2 – Apprenticeship College Induction book
3. Evidence piece number 3 – Induction Questionnaire
4. Evidence piece number 4 – VARK questionnaire
5. Evidence piece number 5 - Managing your learning
6. Evidence piece number 6 – Timetable

Introduction

For this activity, I have identified and collected information relating to my HR development programme. I have included a contents page to clearly identify each individual piece of information discussed.

1. Evidence piece number 1 – Programme of Study Handbook.

This piece of evidence describes the CIPD level 5 qualification in detail. It includes information on the length of the course (2 years), how the course will be delivered - via attending classes and also 'on the job' training whilst studying. It contains contact details of various relevant staff including the course tutor and other appropriate staff lecturers as well as the Head of School. The Handbook also describes in detail the number of Units to complete in order to finish my CIPD Level 5 and the amount of credits awarded for each individual unit. It outlines what Units will be taught in the 1st year and in which order, and also what Units will be delivered in the 2nd year and again in which order they will be delivered. It also includes detailed descriptions of the learning outcomes for each individual Module. The course handbook outlines the responsibilities of the learner during the assessment process and also assessment regulations. It informs students of the Internal verification CIPD study centre standards and the requirement for internal verifiers to sample work from students on the programme ensuring validity, fairness, accurate passes etc. It describes the virtual learning environment (VLE) which in my case is 'Moodle' and how to access Moodle and the resources provided. It describes what Moodle can be used for, including accessing course material, help communication between staff and students, submission of assignments etc. The course Handbook also includes information on centre policies such as the University Attendance Policy, unfair practise and plagiarism and how to avoid it and follow the regulations. I can also refer to the Handbook for information on how to access library resources and ICT service which includes the website link in order to do so. Finally, the course Handbook provides information on Student services so should I need any additional support for various reasons such as careers advice, financial support or learning support, I can refer to the handbook and access the website link provided within it. By receiving such a detailed course handbook, it enables me to understand exactly what is expected of me as the learner. It also allows me to plan ahead and created a personal development plan as I have a detailed outline of what the course Units are and when they will be delivered.

2. Evidence piece number 2 – Apprenticeship College Induction book

This handbook is similar to the Programme of Study Handbook in the information it provides. It describes information about the apprenticeship and traineeship programme the necessary contact details. Information on work-based learning programmes and how my organisation will need to contribute to allow my course tutor to carry out the relevant health and safety checks, discussing any personal protective equipment relevant (not applicable) fire

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procedures etc. It also details the attendance policy, authorised/unauthorised absence, how to access learner support team, the student code of conduct and expected behaviour.

3. Evidence piece number 3 – Induction Questionnaire

As part of my course induction I was with an Induction questionnaire. By completing this questionnaire, it illustrated my understanding of the induction and also allows my tutor to gauge my understanding and where there may be room for more information.

4. Evidence piece number 4 – VARK questionnaire

As part of my induction to the apprenticeship, I was required to complete a 'VARK' questionnaire. A VARK questionnaire is a method used to determine which learning style suits me best. Once completed, myself and my assessor were able to determine that, although I sometimes use different methods of learning, overall my learning are :

- Visual – using books with diagrams and pictures, graphs, underlining in different colours different information to stand out for different reasons, pictures, flow charts, reconstructing information in different ways such as converting my lecture notes to learnable packages.
- Read/write study strategies – To take in the information I need to convert my lecture notes by organizing them differently, re-writing them, turning them in to lists or diagrams.
-

By identifying my methods of learning, it enables me to tailor my learning and provides me with the knowledge of what tools to use when planning my next assignment.

5. Evidence piece number 5 - Managing your learning

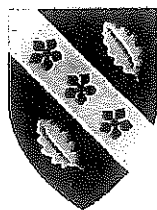
The Managing your learning document is structured to provide information on the modules, amount of credits per module, the guided learning hours and self-directed learning hours. This will provide me with some idea of how I need to manage my time effectively. By having some idea of the number of hours each module will take, I can prepare my learning and set goals for myself. For instance, I can set out weekly schedules for myself to put aside 1 hour an evening for instance to take some time out for self-directed learning.

6. Evidence piece number 6 – Timetable

I have included evidence of the CIPD Diploma in Applied Human Resource Module Timetable. Within this piece of evidence, it details each individual Module, the date of the workshops (classes), name of the module, the CIPD code, the submission dates and the

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details of the method of assessment. Receiving this information prior to the assignments, it allows manage my learning, to structure my work life, as well as personal life around the dates of submission of the assignment. It also allows me identify time for self-study and plan ahead for any background reading I may need to carry out prior to workshops and gather information relevant to each module.



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

PROGRAMME OF STUDY HANDBOOK

CIPD Level 5 Diploma in Applied Human Resources

THE BUSINESS SCHOOL

2017-2018

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INTRODUCTION

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.

ABOUT THIS HANDBOOK

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 2017-2018.

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.

CURRENT MEMBERS OF STAFF

Names and Contact Details

Programme Director: Julie Thomas julie.thomas@uwtsd.ac.uk 01792 481000 ext 3233

The following lecturing staff may also be teaching on the programme from time to time:

Felicity Healey-Benson felicity.healey-benson@uwtsd.ac.uk 01792 481000 ext 3257

Julie Potter julie.potter@uwtsd.ac.uk 01792 481000 ext 3233

Jayne Woodman jayne.woodman@uwtsd.ac.uk 01792 481000 ext 3233

Contact details for the Head of School are:

Dr Maggie Inman margaret.inman@uwtsd.ac.uk 01792 481103

Pastoral Support

A member of academic staff will be identified at the beginning of the academic year to act as a point of first contact for all pastoral support issues. Details of the arrangements for Pastoral Support are contained 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/>

PERSONAL DETAILS

It is vitally important that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are registered on the correct Programme of Study and on the correct modules. Failure to inform the Registry of any changes in this respect is likely to cause some or all of the following problems:

- failure to keep you generally informed;
- failure to contact you in an emergency;
- clashes on your examination timetable and delays in its production;
- failure to progress to the next level of study as a result of not completing sufficient credits at the correct level;
- delay in graduation as a result of not completing sufficient credits at the correct level;
- general inefficiencies in administrative processes resulting in delays for other students.

MODULAR TERMINOLOGY

The following terms are used extensively in all documentation relating to modular Programmes of Study. You should read the descriptions very carefully:

Programme of Study (Course)

A Programme of Study or course is the collection of modules, or in this case, using CIPD preferred terminology, units, leading to a particular award.

Module/Unit

A module is an academically coherent unit of learning activity with defined aims/learning outcomes, content and assessment scheme.

Module/Unit Credit Rating

Every module/unit has a credit rating. Credit is an award made to a learner in recognition of the verified achievement of designated learning outcomes at a specified level. The credits identified here are administered by CIPD, but equate to QCF Level 5.

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.

Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.

Credit and Qualification Framework for Wales Level Descriptors, February 2009

Level	Summary	Knowledge and Understanding	Application and Action	Autonomy and Accountability
5	Achievement at Level 5 reflects the ability to identify and use relevant understanding, methods and skills to address broadly-defined, complex problems. It includes taking responsibility for planning and developing courses of action as well as exercising autonomy and judgement within broad parameters. It also reflects understanding of different perspectives, approaches or schools of thought and the reasoning behind them.	Use practical, theoretical or technological understanding to find ways forward in broadly-defined, complex contexts. Analyse, interpret and evaluate relevant information, concepts and ideas. Be aware of the nature and scope of the area of study or work. Understand different perspectives, approaches or schools of thought and the reasoning behind them.	Address broadly-defined, complex problems. Determine, adapt and use appropriate methods and skills. Use relevant research or development to inform actions. Evaluate actions, methods and results.	Take responsibility for planning and developing courses of action, including where relevant, responsibility for the work of others. Exercise autonomy and judgement within broad but generally well-defined parameters.

Students should note that the expectations and demands of work at Level 5 is higher than those at the CIPD Foundation Certificate in Human Resource Practice Level 3, and that this will be reflected in the assessment and marking of the module assessments.

PROGRAMME OF STUDY

The Level 5 Diploma in Applied Human Resources is comprised of 16 units – 5 Core units, 6 additional knowledge based units (Group A units) and 5 competence based units (Group B units). Group A and B units have been pre-selected by the University from a range of units offered for this qualification by the CIPD.

Level 5 Diploma in Applied Human Resources = 90 credits (QCF).

26 credits from all core units
 24 credits from Group A
 40 credits from Group B

Modules (Units) Studied:

Core Modules (Unit)	Credits	Module Unit Code
Developing Professional Practice in Human Resources	8	BMPD5000
Understanding the Business Context of HR	4	BMPD5001
Using a Research Approach in HR	4	BMPD5002
Understanding the Contemporary HR Function	4	BMPD5003
Understanding Employment Law	6	BMPD5004

Group A Units	Credits	Module Unit Code
Understanding Resourcing and Talent Planning	4	BMPD5005
Understanding the Link between Individual and Organisational Performance	4	BMPD5006
Understanding Employee Engagement	4	BMPD5007
Understanding the Management of Employment Relations	4	BMPD5008
Understanding Coaching and Mentoring in the Organisation	4	BMPD5009
Understanding the Management of Change	4	BMPD5010

Group B Units	Credits	Module Unit Code
Contributing to Resourcing and Talent Planning in the Organisation	8	BMPD5011
Contributing to Improving Organisational Performance	8	BMPD5012
Contributing to Employee Engagement in the Organisation	8	BMPD5013
Contributing to Coaching and Mentoring in the Organisation	8	BMPD5014
Contributing to the Management of Change	8	BMPD5015

Module (Unit) details are correct as of 21st February 2018 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. You will be able to find the module (unit) descriptor on the Moodle page for the programme.

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 on a set day every week 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.

COURSE DURATION

The programme will take two years. The terms during the first year will be divided up as follows:

Induction	28/02/2018
Term 1:	28/02/2018 – 29/03/2018
Term 2:	16/04/2018 – 22/06/2018
Term 3:	17/09/2018 – 21/12/2018

The course will be delivered through 16 units over two years. 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.

The units will be taught in the following order:

Year 1:

1. Using a Research Approach in Human Resources
2. Developing Professional Practice in Human Resources
3. Understanding the Contemporary Human Resources Function
4. Understanding the Business Context of Human Resources
5. Understanding Employment Law
6. Understanding the Management of Employment Relations
7. Understanding the Link between Individual and Organisational Performance
8. Contributing to improving Organisational Performance
9. Understanding Employee Engagement

Year 2:

10. Contributing to Employee Engagement in the Organisation
11. Understanding the Management of Change
12. Contributing to the Management of Change
13. Understanding Coaching and Mentoring in the Organisation
14. Contributing to Coaching and Mentoring in the Organisation
15. Understanding Resourcing and Talent Planning
16. Contributing to Resourcing and Talent Planning in the Organisation

ASSESSMENT

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.

The submission dates for the year are provided below.

Core Modules (Unit)	Credits	Assessment Submission Dates	Method of Assessment
Developing Professional Practice in Human Resources*	8	11/5/18	Portfolio of Evidence
Understanding the Business Context of HR	4	6/7/18	Written report, analysis notes
Using a Research Approach in HR	4	20/4/18	Written response, research report
Understanding the Contemporary HR Function	4	8/6/18	Slides and notes pages
Understanding Employment Law	6	19/10/18	Written answers to questions

Group A Units	Credits	Assessment Submission Dates	Method of Assessment
Understanding Resourcing and Talent Planning	4	TBC - 2019	Written answers to questions
Understanding the Link between Individual and Organisational Performance	4	7/12/18	Slides and notes pages
Understanding Employee Engagement	4	TBC - 2019	Briefing paper
Understanding the Management of Employment Relations	4	16/11/18	Written answers to questions
Understanding Coaching and Mentoring in the Organisation	4	TBC - 2019	Briefing paper
Understanding the Management of Change	4	TBC - 2019	Slides or screen shots with notes pages

Group B Units	Credits	Assessment Submission Dates	Method of Assessment
Contributing to Resourcing and Talent Planning in the Organisation	8	TBC - 2020	Portfolio of Evidence
Contributing to Improving Organisational Performance	8	TBC - 2019	Portfolio of Evidence
Contributing to Employee Engagement in the Organisation	8	TBC - 2019	Portfolio of Evidence
Contributing to Coaching and Mentoring in the Organisation	8	TBC - 2019	Portfolio of Evidence
Contributing to the Management of Change	8	TBC - 2019	Portfolio of Evidence

At the start of each module/unit, tutors will provide full details of the means by which you will be assessed in that module. This will include clear guidelines on the criteria that will be used for marking your work.

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

If you have registered on Welsh-medium modules, you will normally be required to complete the assessment through the medium of Welsh. Whenever possible, and subject to the constraints of the programme aims, students following modules delivered through the medium of English may be assessed through the medium of Welsh if they wish to do so.

You will receive a transcript of your assessment marks at the end of each year. Note that 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 Academic Office section on the University's website:

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

Special needs in terms of assessment

If you have any special 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 special needs.

Note that the period between the end of the summer examinations and the end of the summer term is an independent study period, which should be used to prepare for your next year of study. Further details will be provided by your Programme Director.

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/>

Responsibilities of students in relation to the assessment process

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

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

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 Intermediate Certificate Programme Director 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.

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 Director.

The current CIPD Moderator for this Programme of Study is:

Keith Reynolds

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

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:

Navigate to moodle.uwtsd.ac.uk

Click Quick Links (top left side of screen)

Select Moodle from the Swansea links

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

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 24 hours 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 **helpdesk**:
tel: 01792 481134

email: helpdesk@uwtsd.ac.uk

In any correspondence please include your name and student username (e.g. 123456)

UNIT DETAILS (with Learning Outcomes)

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.

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.

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.

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.

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.

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:

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

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.

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.

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.

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.

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:

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

Contributing to the 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.

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.

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.

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.

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.

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.

POLICIES

University Attendance Policy

All students are required to attend all scheduled classes and tutorials and Faculties will record individual academic attendance on a weekly basis.

Contact points will be specified for each programme, taking into account the structure of the programme and the scheduled timetable. Disciplinary action will be taken for any sustained periods of unauthorised absence. Students who have a legitimate reason for unexpected absences (including the instance of illness or injury) must provide evidence to their Tutor immediately following their return, to ensure that it is noted as authorised leave.

Wherever possible, students should request permission through their Tutors in advance of any absence, completing the appropriate Registry Forms to explain the circumstances that require this. Although short authorised absences are not normally counted against the student, these are taken into consideration in the annual review of each student's cumulative attendance (see below). Confirmation of authorised absence will be lodged on the student record in the Registry.

If a student does not provide any reasonable justification for periods of unauthorised absence, fails to respond to initial and final Attendance Warning Letters and/or the required actions agreed at meetings with academic staff, and does not improve their attendance record, the Faculty will ask the Registry to withdraw the student within two months of the last recorded date of attendance.

In addition, each student's cumulative attendance will be reviewed at the end of the academic year. Any student with a cumulative attendance for the academic year below 70% (including authorised leave periods) will be sent an end of year warning letter by the Faculty to warn her/him that attendance is below the level expected by the University and that, if poor attendance continues, this may lead to the individual being withdrawn from the programme.

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 registering 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. In many Schools 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 Faculty 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**. Your School will provide sessions on referencing and plagiarism but as a general rule of thumb observe the following guidelines:

- *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. Full details of a source should be contained in a bibliography. Whatever method is used, always acknowledge your source and give full details of it (i.e. author, date, page number).*
- *Synthesising the work of others involves putting their ideas into your words. This is fine, but again, acknowledge your source. This can be done in a number of ways depending on the context. For example: 'Hart (2003, 52) maintains that...' 'Hart (2003, 52) provides evidence for...': 'It is argued, or submitted by Hart (2003, 52) that...' Then give the source of the original work.*
- *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'**. Consult your tutors if you have any problems, in particular with the method of citing books and articles, which may differ from subject to subject. 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

All students have access to information literacy and research skills support to assist them in their studies. For further details and contact information please go to the Library and Learning Resources website at <http://www.uwtsd.ac.uk/library/>.

Identifying, accessing and evaluating resources

- Library and Learning Resources website
- Library and Learning Resources catalogues
- Accessing e-resources and databases
- Using the Internet for academic purposes

Literature Reviews

- What is a literature review
- How to do a literature review

Staying Legal

- Using other people's information
- Plagiarism: what it is and how to avoid it
- Copyright
- Using images, film and sound

Organising and managing your information

- Keeping up with developments in your subject area
- Using information management tools

Subject Librarians

Subject Librarians act as a contact point between students and the Library and Learning Resources service. Please feel free to contact a Librarian if you need help with finding information for your assignments, or advice on locating, accessing or searching library resources in both print and electronic formats.

Further details of all libraries and contact information are available from the Library and Learning Resources website at <http://www.uwtsd.ac.uk/library/>. Please also follow the Library and Learning Resources Facebook and Twitter feeds for up-to-date news, service developments and information on new resources.

- The Griffith Library at Dynevor
- Owen Library, Mount Pleasant
- Swansea Business Campus Library
- Townhill Library
- Carmarthen Library
- Lampeter Library
- London Library

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/>.

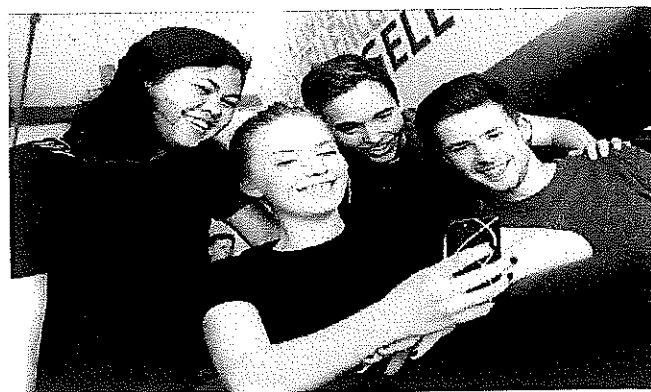
COMPLAINTS

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/>

APPRENTICESHIP

College Induction 2018-2019



Learner Name: *Natalie Thomas*

Tutor Name: *Julie Thomas*

Course: *CIPD*

Date Induction booklet received: *19.09.18*

Learner signature: *N. Thomas*

Training adviser/assessor signature:



Mae'r Rhaglenni Prentisiaeth, Hyfforddeiaeth a Thwf Swyddi Cymru, a arweinir gan Lywodraeth Cymru, yn cael cymorth ariannol gan Gronfa Gymdeithasol Ewrop

The Apprenticeship, Traineeship and Jobs Growth Wales Programmes, led by the Welsh Government, are supported by the European Social Fund.

This booklet to be given to the learner to complete and keep

Induction Questionnaire

Diploma in Applied Human Resources

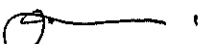
September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Pirbright, once a month between 9.30am - 4.30pm
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	19.09.18 - 12.12.18
4.	What is Moodle?	An online learning tool to access resources
5.	What is Eduroam?	The Internet access
6.	What is Turnitin?	To upload our assignments
7.	Do you know when you are required to hand in work?	Yes
8.	What is the core text for this programme?	Studying Human Resource Management HR management - People & organisations
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?	Yes - Allison
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	Yes
14.	Do you need to be a member of the CIPD?	Yes
15.	What support is available for study skills?	Student Support Services
16.	Do you know where the fire-exits and first aid points are for the building?	Yes
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 years
19.	Have you been given access to the student handbook and time-table?	Yes
20.	What academic level is this qualification?	level 5

Name: Natalie Thomas

Signed: N Thomas

CIPD Membership Number (to be added when available):

Signature of Lecturer: 

Date: 17/10/18



The VARK Questionnaire (Version 7.1)

How Do I Learn Best?

Choose the answer which best explains your preference and circle the letter(s) next to it.
Please circle more than one if a single answer does not match your perception.
Leave blank any question that does not apply.

1. You are helping someone who wants to go to your airport, the center of town or railway station. You would:
 - ☒ a. go with her.
 - ☒ b. tell her the directions.
 - c. write down the directions.
 - d. draw, or give her a map.
2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. You would:
 - ☒ a. see the words in your mind and choose by the way they look.
 - b. think about how each word sounds and choose one.
 - c. find it online or in a dictionary.
 - d. write both words on paper and choose one.
3. You are planning a vacation for a group. You want some feedback from them about the plan. You would:
 - ☒ a. describe some of the highlights.
 - ☒ b. use a map or website to show them the places.
 - c. give them a copy of the printed itinerary.
 - ☒ d. phone, text or email them.
4. You are going to cook something as a special treat for your family. You would:
 - ☒ a. cook something you know without the need for instructions.
 - ☒ b. ask friends for suggestions.
 - c. look through the cookbook for ideas from the pictures.
 - d. use a cookbook where you know there is a good recipe.
5. A group of tourists want to learn about the parks or wildlife reserves in your area. You would:
 - a. talk about, or arrange a talk for them about parks or wildlife reserves.
 - ☒ b. show them internet pictures, photographs or picture books.
 - ☒ c. take them to a park or wildlife reserve and walk with them.
 - d. give them a book or pamphlets about the parks or wildlife reserves.
6. You are about to purchase a digital camera or mobile phone. Other than price, what would most influence your decision?
 - ☒ a. Trying or testing it.
 - b. Reading the details about its features.
 - c. It is a modern design and looks good.
 - d. The salesperson telling me about its features.
7. Remember a time when you learned how to do something new. Try to avoid choosing a physical skill, eg. riding a bike. You learned best by:
 - ☒ a. watching a demonstration.
 - ☒ b. listening to somebody explaining it and asking questions.
 - c. diagrams and charts - visual clues.
 - d. written instructions - e.g. a manual or textbook.

8. You have a problem with your heart. You would prefer that the doctor:
- a. gave you a something to read to explain what was wrong.
 - b. used a plastic model to show what was wrong.
 - ☒ c. described what was wrong.
 - d. showed you a diagram of what was wrong.
9. You want to learn a new program, skill or game on a computer. You would:
- a. read the written instructions that came with the program.
 - ☒ b. talk with people who know about the program.
 - c. use the controls or keyboard.
 - ☒ d. follow the diagrams in the book that came with it.
10. I like websites that have:
- ☒ a. things I can click on, shift or try.
 - b. interesting design and visual features.
 - c. interesting written descriptions, lists and explanations.
 - ☒ d. audio channels where I can hear music, radio programs or interviews.
11. Other than price, what would most influence your decision to buy a new non-fiction book?
- a. The way it looks is appealing.
 - b. Quickly reading parts of it.
 - ☒ c. A friend talks about it and recommends it.
 - ☒ d. It has real-life stories, experiences and examples.
12. You are using a book, CD or website to learn how to take photos with your new digital camera. You would like to have:
- ☒ a. a chance to ask questions and talk about the camera and its features.
 - b. clear written instructions with lists and bullet points about what to do.
 - c. diagrams showing the camera and what each part does.
 - ☒ d. many examples of good and poor photos and how to improve them.
13. Do you prefer a teacher or a presenter who uses:
- ☒ a. demonstrations, models or practical sessions.
 - ☒ b. question and answer, talk, group discussion, or guest speakers.
 - c. handouts, books, or readings.
 - d. diagrams, charts or graphs.
14. You have finished a competition or test and would like some feedback. You would like to have feedback:
- ☒ a. using examples from what you have done.
 - b. using a written description of your results.
 - ☒ c. from somebody who talks it through with you.
 - d. using graphs showing what you had achieved.
15. You are going to choose food at a restaurant or cafe. You would:
- a. choose something that you have had there before.
 - ☒ b. listen to the waiter or ask friends to recommend choices.
 - ☒ c. choose from the descriptions in the menu.
 - d. look at what others are eating or look at pictures of each dish.
16. You have to make an important speech at a conference or special occasion. You would:
- ☒ a. make diagrams or get graphs to help explain things.
 - b. write a few key words and practice saying your speech over and over.
 - c. write out your speech and learn from reading it over several times.
 - ☒ d. gather many examples and stories to make the talk real and practical.



The VARK Questionnaire Scoring Chart

Use the following scoring chart to find the VARK category that each of your answers corresponds to. Circle the letters that correspond to your answers

e.g. If you answered b and c for question 3, circle V and R in the question 3 row.

Question	a category	b category	c category	d category
3	K	V	R	A

Scoring Chart

Question	a category	b category	c category	d category
1	K	A	R	V
2	V	A	R	K
3	K	V	R	A
4	K	A	V	R
5	A	V	K	R
6	K	R	V	A
7	K	A	V	R
8	R	K	A	V
9	R	A	K	V
10	K	V	R	A
11	V	R	A	K
12	A	R	V	K
13	K	A	R	V
14	K	R	A	V
15	K	A	R	V
16	V	A	R	K

Calculating your scores

Count the number of each of the VARK letters you have circled to get your score for each VARK category.

Total number of Vs circled =

Total number of As circled =

Total number of Rs circled =

Total number of Ks circled =

6
12
1
11



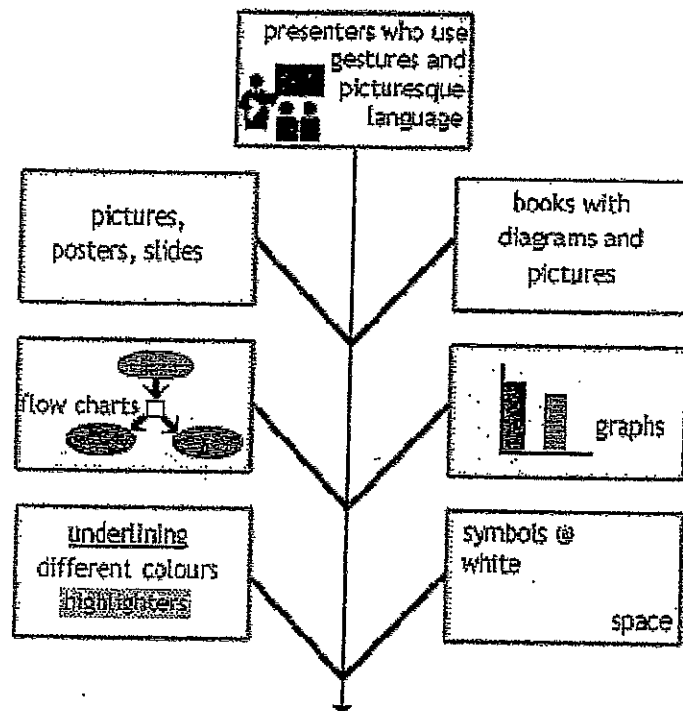
a guide to learning styles

English

Visual - Aural - Read/Write - Kinesthetic - Multimodal

- Home
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- Using VARK
- What's new?
- More information
- Products
- Contact Us
- Site Map
- Copyright

Visual Study Strategies



Intake
to take in the information

→ Use all the techniques above

Reconstruct the images in different ways
try different spatial arrangements

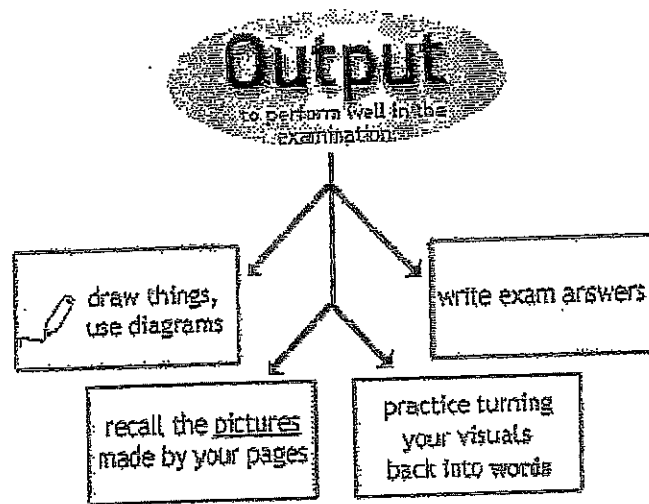
Redraw your pages from memory

SWOT
STUDY WITHOUT TEARS

Replace words with symbols or initials

Look at your pages

Convert your lecture notes into a learnable package
by reducing them 3:1 into picture pages



You want the whole picture so you are probably holistic rather than reductionist in your approach. You are often swayed by the way something looks. You are interested in color and layout and design and you know where you are in your environment. You are probably going to draw something.

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a guide to learning styles

English



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Aural Study Strategies

If you have a strong preference for learning by Aural methods (A = hearing) you should use some or all of the following:

INTAKE

To take in the information:

- attend classes
- attend discussions and tutorials
- discuss topics with others
- discuss topics with your teachers
- explain new ideas to other people
- use a tape recorder
- remember the interesting examples, stories, jokes...
- describe the overheads, pictures and other visuals to somebody who was not there
- leave spaces in your notes for later recall and 'filling'

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Your notes may be poor because you prefer to listen. You will need to expand your notes by talking with others and collecting notes from the textbook.
- Put your summarised notes onto tapes and listen to them.
- Ask others to 'hear' your understanding of a topic.
- Read your summarised notes aloud.
- Explain your notes to another 'aural' person.

OUTPUT

To perform well in any test, assignment or examination:

- Imagine talking with the examiner.
- Listen to your voices and write them down.
- Spend time in quiet places recalling the ideas.
- Practice writing answers to old exam questions.
- Speak your answers aloud or inside your head.

*You prefer to have this page explained to you.
The written words are not as valuable as those you hear.
You will probably go and tell somebody about this.*



English



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Read/Write Study Strategies

If you have a strong preference for learning by Reading and Writing (R & W) learning you should use some, or all, of the following:

INTAKE

To take in the information:

- lists
- headings
- dictionaries
- glossaries
- definitions
- handouts
- textbooks
- readings - library
- notes (often verbatim)
- teachers who use words well and have lots of information in sentences and notes
- essays
- manuals (computing, technical and laboratory)

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Write out the words again and again.
- Read your notes (silently) again and again.
- Rewrite the ideas and principles into other words.
- Organize any diagrams, graphs ... into statements, e.g. "The trend is..."
- Turn reactions, actions, diagrams, charts and flows into words.
- Imagine your lists arranged in multiple choice questions and distinguish each from each.

OUTPUT

To perform well in any test, assignment or examination:

- Write exam answers.
- Practice with multiple choice questions.
- Write paragraphs, beginnings and endings.
- Write your information into lists (a, b, c, d or 1, 2, 3, 4).
- Arrange your words into hierarchies and points.

*You like this page because the emphasis is on words and lists.
You believe the meanings are within the words, so any talk is OK but this handout is better.
You are heading for the library.*



a guide to learning styles

English

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Kinesthetic Study Strategies

If you have a strong Kinesthetic preference for learning you should use some or all of the following:

INTAKE

To take in the information:

- all your senses - sight, touch, taste, smell, hearing ...
- laboratories
- field trips
- field tours
- examples of principles
- lecturers who give real-life examples
- applications
- hands-on approaches (computing)
- trial and error
- collections of rock types, plants, shells, grasses...
- exhibits, samples, photographs...
- recipes - solutions to problems, previous exam papers

SWOT - Study without tears

To make a learnable package:

Convert your "notes" into a learnable package by reducing them (3:1)

- Your lecture notes may be poor because the topics were not 'concrete' or 'relevant'.
- You will remember the "real" things that happened.
- Put plenty of examples into your summary. Use case studies and applications to help with principles and abstract concepts.
- Talk about your notes with another "K" person.
- Use pictures and photographs that illustrate an idea.
- Go back to the laboratory or your lab manual.
- Recall the experiments, field trip...

OUTPUT

To perform well in any test, assignment or examination:

- Write practice answers, paragraphs...
- Role play the exam situation in your own room.

*You want to experience the exam so that you can understand it.
The ideas on this page are only valuable if they sound practical, real, and relevant to you.
You need to do things to understand.*



English


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Multimodal Study Strategies

If you have multiple preferences you are in the majority, as approximately 60% of any population fits that category.

Multiple preferences are interesting and varied. For example you may have two strong preferences Visual and Aural (VA) or Read/write and Kinesthetic (RK), or you may have three strong preferences such as VAR or ARK. Some people have no standout scores. Their scores are almost even for all four modes. For example one person had scores of V=6, A=6, R=6, and K=6. She said that she adapted to the mode being used or requested for her learning. If the teacher, trainer or supervisor preferred a written mode she switched into Read/write for her responses and for her learning.

So multiple preferences give you choices of two or three or four modes to use for your learning and for your interaction with others. Positive reactions mean that those with multimodal preferences choose to match or align their mode to the significant others around them. But, some people have admitted that if they want to be annoying they may stay in a mode different from the person with whom they are working. For example they may ask for written evidence in an argument, knowing that the other person much prefers to use only oral information.

You will need to read two or three or four lists of strategies provided in the VARK Helpsheets. If you have two almost equal preferences please read the study strategies that apply to both preferences. If you have three preferences read the three lists that apply and similarly for those with four. There is obviously no *Multimodal* helpsheet. One interesting piece of information that people with multimodal preferences have told us, is that it is often necessary for them to use more than one strategy for learning and communicating. They feel insecure with only one. Alternatively those with a single preference often "get it" by using the set of strategies that align with that single preference.

We are also noticing some differences among those who are multimodal and who have chosen fewer than 25 options and those who have chosen more than 30. Those who have chosen fewer than 25 of the options in the questionnaire prefer to see their highest score as their main preference - almost like a single preference and they use each preference mode singly to suit each situation. Those who have a total VARK score larger than 30 tend to use their preferences in combination needing all their preferred modes to get a good understanding. To read more about Multimodality you can download an article written by Neil Fleming here: [Multimodality](#)

CIPD Diploma in Applied Human Resources

Managing your Learning

The CIPD Diploma in Applied Human Resources is a 90 credit qualification with a Total Qualification Time (TQT) of 900 hours. The TQT is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self-study, preparation and assessment (CIPD, 2017).

Guided learning hours includes off and on the job learning.

Off-the-job learning is characterised by formal or planned taught sessions (workshops) delivered by qualified training staff plus specified activities in your learning plan;

On-the-job learning hours are those which enable the apprentice to demonstrate practical job-related skills and to practice and apply these in the context of the job. This type of learning will take place in the workplace and is also specified in your learning plan.

(Welsh Government, 2017)

Self-study (also referred to as self-directed learning in CIPD documentation) – this is additional reading/other learning as chosen by you, to expand your knowledge and enable you to complete the assessments. Reading lists are provided for each module to help you with this.

The table below shows how each module is structured in terms of credits, guided learning hours and self-directed learning.

Module	Credits	Guided Learning Hours	Self-directed Learning
Using a Research Approach in Human Resources	4	20	20
Developing Professional Practice in Human Resources	8	40	40
Understanding the Contemporary HR Function	4	20	20
Understanding the Business Context of HR	4	20	20
Understanding Employment Law	6	30	30
Understanding the Management of Employment Relations	4	20	20
Understanding the Link between Individual and Organisational Performance	4	20	20

Contributing to Improving Organisational Performance	8	40	40
Understanding Employee Engagement	4	20	20
Contributing to Employee Engagement in the Organisation	8	40	40
Understanding the Management of Change	4	20	20
Contributing to the Management of Change	8	40	40
Understanding Coaching and Mentoring in the Organisation	4	20	20
Contributing to Coaching and Mentoring in the Organisation	8	40	40
Understanding Resourcing and Talent Planning	4	20	20
Contributing to Resourcing and Talent Planning in the Organisation	8	40	40
Totals	90 credits	450 hours	450 hours

How to manage your learning:

The above means that you will need to manage your learning as follows:

1. Attend the monthly workshops which form part of the guided learning hours.
2. Complete activities in your learning plan (2-3 hours per week) which also form part of the guided learning hours.
3. Read and prepare for your assessments (an additional 5-6 hours per week).

The Business School

12th September 2018

Timetable – CIPD Diploma in Applied Human Resources 2018-2020

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
19 th September 2018	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
26 th September 2018	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 22/10/18 Part Two – 11/2/19	Part One - Written response. Part Two - Research Report.
17 th October 2018	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	19/11/18 plus submission of updated Personal Development Plan on 18/5/20	Portfolio of Evidence
14 th November 2018	Understanding the Contemporary HR Function	5CMHR	BMPD5003	21/12/18	Slides and notes pages
12 th December 2018	Understanding the Business Context of HR	5CBIC	BMPD5001	28/1/19	Written report, analysis notes
16 th January 2019	AM: Understanding the Business Context of HR PM: Understanding Employment Law	5CELW			
13 th February 2019	Understanding Employment Law	5CELW	BMPD5004	11/3/19	Written answers to questions
6 th March 2019	Understanding the Management of Employment Relations	5KCER	BMPD5008	29/4/19	Written answers to questions
3 rd April 2019	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	10/6/19	Slides and notes pages
1 st May 2019	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	1/7/19	Portfolio of Evidence
5 th June 2019	Understanding Employee Engagement	5KEEG	BMPD5007	29/7/19	Briefing paper
3 rd July 2019	Contributing to Employee Engagement in the Organisation	5AEEG	BMPD5013	18/9/19	Portfolio of Evidence
18 th September 2019	Understanding the Management of Change	5KMOC	BMPD5010	4/11/19	Slides or screen shots with notes pages

16 th October 2019	Contributing to the Management of Change	5AMOC	BMPD5015	25/11/19	Portfolio of Evidence
13 th November 2019	Skills Workshop				
11 th December 2019	Understanding Coaching and Mentoring in the Organisation	5KDCM	BMPD5009	20/1/20	Briefing paper
15 th January 2020	Contributing to Coaching and Mentoring in the Organisation	5ADCM	BMPD5014	9/3/20	Portfolio of Evidence
12 th February 2020	Skills Workshop				
11 th March 2020	Understanding Resourcing and Talent Planning	5KRTP	BMPD5005	20/4/20	Written answers to questions
8 th April 2020	Contributing to Resourcing and Talent Planning in the Organisation	5ARTP	BMPD5011	27/5/2020	Portfolio of Evidence
13 th May 2020	Developing Professional Practice	5CDPP	BMPD5000	18/5/20	Personal Development Plan Update

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

[Activity 3]

Word Count: 1760

Student Name: Natalie Thomas

Student Number: 1810239

CIPD Membership Number: **53274196**

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

Signed:

Date: 22/01/2018

Activity 3

3.1

As a HR professional, it is important that I am able to manage my workload and display 'self-management' skills. Taylor and Woodhams (2016) describe that work projects can be split in to 5 basic steps. These include:

1. Initiation
2. Planning and design
3. Execution
4. Monitoring and controlling
5. Completion

At the initiation stage, the project is identified as well as the requirements of the project and what the possible outcome needs to be. The project in which I led was designing a new induction process and training new starters within the department.

For planning and design the first step I took was to plan out how I was going to implement this and the method I chose was a Gantt chart. By creating a Gantt chart, it enabled me to continuously monitor the progress made and identify any issues, plan workloads and identify specific timescales in which the training needed to be completed. The Gantt chart also enabled me to identify links between different tasks and highlight where more than one task can be completed at the same time. I typed up departmental processes and included handy 'tips' which I found useful upon my induction to the department and adaptations I had made for my individual learning. I gathered useful handouts and created an 'induction' pack/file for the new starter which was compiled of useful information. I input dates and times in my personal calendar to carry out the training and plan out the topics. I also considered other factors within the department such as my colleagues. I needed to ensure that there was sufficient cover within the department in order for the plan I had mapped out to be successful.

Once I had completed the planning phase, I was able to implement my plan. I co-ordinated the training activities on a daily and hourly basis and was able to address any potential issues within my Gantt chart and amend completion dates if necessary.

Monitoring and controlling the project throughout was vital. I was able to identify that my individual learning style wasn't necessarily the same as the employee which I was providing the training for, and adapt my training to suit the individual. Controlling the training programme development ensured that the objectives were met by regularly monitoring the Gantt chart and measuring the progress made.

The final stage of the process is a completion of the task. Looking at the Gantt chart created, I am able to determine how successful my implementation of the training programme was by evaluating the tasks that were fully completed and looking at the methods chosen for the

project. However, it is important to identify that ongoing training was required as changes to current processes come in and individual responsibilities increase. I was able to add this section to the end of the Gantt chart.

3.2

It is important the HR professionals are able to think analytically and critically and are able to solve problems. Changing your thinking style could help identify new solutions to problems. 'Six Thinking Hats', which was created by Edward de Bono and can help guide HR professionals through looking at problems from a different perspective and can be considered a useful decision-making technique as it urges everyone to look at the situation from various perspectives before coming to a decision which allows a more detailed understanding of the problem/situation (Mind Tools).

In brief, the theory Six Thinking Hats theory discusses various different colours of 'hats' being worn at any one time and looks at how each different colour represents a different perspective/style of thinking (Mind Tools). These are:

1. White hat – looking at data, trends in specific departments, and identifying information from it.
2. Red Hat – involves emotions/feeling such as gut feeling, using personal intuition and emotion and consider the emotional reaction from others.
3. Black Hat – considers possible negative outcomes of the situation and what may not work. This particular 'hat' is vital as by thinking of the negative implications, it may help to eradicate these early before implementing any plans.
4. Yellow Hat – helps the user to look at things in a positive light and identify all of the benefits of decisions made.
5. Green Hat – is about developing creative solutions to a problem.
6. Blue Hat – is ordinarily 'worn' by people chairing meetings, when facing difficulties and what plans are needed next.

Brainstorming whilst keeping all of the above in mind will help to implement successful plans. Brainstorming, both individually and in a group involves evaluating different ideas, approaches and considering all aspects from all angles. It provides an open environment that encourages all participants to contribute which can often lead to better solutions to the problems being identified.

Group participation can lead to increased involvement with team members and result in helping everybody feel that they have contributed to a solution to the problem and assist in positive team building. It also allows all participants to benefit from one another's ideas and creativity, capitalise on the number of ideas being put forward and develop these ideas together (Mind Tools).

4.3

HR are often involved in helping to bring about change and so it is vital that HR professionals are able to influence, persuade and negotiate with others. In order to influence others, Yemm (2008) argues that HR professionals need to understand what it is they are trying to convey and how they wish to do it in order to be a successful influencer. Yemm (2008) also states that effective influencers must have various attributes including:

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

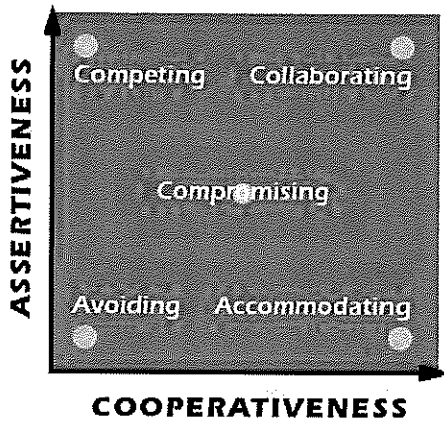
All of the above attributes will assist HR in being able to deal with difficult situations and apply their knowledge and skills to benefit the future of the organisation.

Effective negotiation skills help to resolve issues and help those involved to come to some kind of compromise. HR professionals should always seek a 'win win' situation where both parties feel that the outcome has been of some benefit and feel like they have achieved a good level of compromise. Negotiations usually involve a degree of compromise on both sides Taylor and Woodham (2016) describe that in order to prepare for negotiation, HR professionals should recognise that various aspects need to be considered. These include:

- Goals – understanding what is the aim of the negotiation
- Trades – what can be traded between the two groups negotiating
- Alternatives – if an agreement can't be decided, are there any alternatives
- Relationships – is there previous contact between the parties and will it impact on the initial negotiating discussions
- Expected outcomes – what is expected to come from the negotiation
- Consequences – considering what the consequences will be on each group dependant on a winning or losing negotiation
- Power – who has the power

Taylor and Woodham (2016) suggest that if HR professionals fail to take in to consideration all of the above aspects, it is likely that the negotiation process will result in a negative outcome which could lead to individuals, groups, or managers undermining the individual HR professional.

The Thomas-Kilmann Theory can be used in HR as a guidance tool when dealing with conflict. A conflict situation can be described as involving more than two people who appear to be 'incompatible' (Kilmann diagnostics). The TKI model can be used to explain individual behaviour along two dimensions:



Assertiveness – a quality in individuals which can be described as being self-assured and the level at which the person main interest is to satisfy their own needs or concerns.

Cooperativeness – the level at which individuals are concerned with satisfying the needs of others

These two basic dimensions of behaviour then considers five different approaches for responding to conflict situations which are:

1. Competing – is considered assertive and uncooperative approach where individuals are concerned with pursuing their own goals and disregard any concerns for those around them.
2. Accommodating – is considered unassertive and cooperative and where individuals neglect their own concerns in order to satisfy the needs of others.
3. Avoiding – is considered unassertive and uncooperative where the individual doesn't pursue either their own concerns, or concerns of those around them and avoid conflict at all costs.
4. Collaborating – considered both assertive and cooperative and involves working with others to discover a solution that satisfies both parties needs.
5. Compromising – can be considered both assertive and cooperative where the end goal is to find a mutual agreement that partly satisfies both parties and should be at the center of negotiating within a HR environment.

Having the ability to apply methods for influencing, persuading and negotiating with employees and managers within HR is a vital skill. On a daily basis within my role I need to advise managers to how to deal with situations sensitively and still ensure that they are in line with the organizations' policies and procedures. A situation arose in which a manager had approached me for advice on how to approach a situation involving an individual employees' sickness. There had been ongoing issues with this individual and the manager felt that the employee was 'abusing' the All Wales Sickness Policy which we have in place and so would like to call the employee in for a sickness review. I explained that we are unable as of yet to call the employee in for a sickness review as it hadn't exceeded the maximum amount of 28 days long term sickness stated within the policy. The manager at this point was unaccepting

that it wasn't appropriate to call the employee in for a sickness review. However, I went on to explain that the reason the employee is off sick was also very sensitive and needed to be approached sensitively and ensure that the policy is applied correctly. I offered alternatives steps that the manager could take prior to arranging a sickness review including sending the employee a 'stress questionnaire' to complete, as well as an occupational health referral that could be completed by the manager for the employee. By doing this, the manager felt that steps were at least being taken to manage the sickness appropriately and that it wasn't just 'being left' for 28 days until the employee was called in for a review. By compromising, and working collaboratively with the manager, it reassured them that that they had carried out the necessary actions, applied the policy correctly and fairly, whilst also ensuring that the needs of the employee were paramount and all necessary steps were taken to support both manager and employee.

Reference List

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Mind Tools (2018) *Six Thinking Hats Looking at a decision from all points of view*. [online] Available at: https://www.mindtools.com/pages/article/newTED_07.htm (Accessed 9th December 2018).

Mind Tools (2018) *Brainstorming Generating Many Radical, Creative Ideas* [online] Available at: <https://www.mindtools.com/brainstm.html> (Accessed 12th December 2018).

Taylor, S. & Woodhams, C. (2016) *Studying Human Resource Management*. 2nd edition. London: Chartered Institute of Personnel and Development

Yemm, G. (2008) "Influencing Others- A Key Skill For All." *Management Services* ProQuest.

Induction Pack - typed departmental processes

Adding a new person on Intrepid

You will receive an Intrepid Information form from recruitment with all of the necessary information on.

Firstly : Log in to Intrepid – find the post which the doctor will be going in to. You can do this by:

- Click on 'post' on the left hand side
- Look at the sheet from recruitment of the speciality etc doctor is going in to. You can do this by clicking 'filter' and filter by site, speciality, grade. An empty post will come up (won't have a doctor's name already attached to it – this is the post you will need to put the doctor in to).

NOTE: write down the number of the post on the Intrepid form so that you remember what number they need to go in to

Secondly: Click on 'Person' on the left hand side

Click on programme detail – 'show filter' – type in person's details (name etc)

Search for grade – Speciality – site.

Role: For doctor's Role it would always be 'leave applicant'

NOTE: leave applicant for trainees/juniors/middle grades. Leave approver and leave applicant for consultants as they approve leave as well as apply for it

WTE – means whole time equivalent – basically needs to know their working hours. Mostly it would be 40 hours so you would type '1' for full time doctors and it would normally be 0.5 for part time posts eg. 2 and half days a week.

Once you have completed submit and return. You normally need to log off for Intrepid to refresh.

Log back in to add doctor's leave entitlement, enable the post and e-mail credentials.

➤ **Add leave entitlement**

Go to 'entitlements' option on left hand side – click ' New Entitlement' and add the leave type eg. Annual or Study and add the year eg. 2017/2018.

Leave entitlement is always 27 days for junior posts. 33 for consultants. Between 27 – 33 for MG's dependant on length of service.

To work out leave entitlement for doctor's in post for less than 12 months use below sum:

27 (or 33) days divided by 12 (months) and times by the amount of months they are in post.

NOTE: Leave year for *permanent* doctor's would always run from 1st April – 31st march. If a doctor is in a 'fixed term post' their leave would run from the date they started the post to their post end date.

➤ **To enable a doctor's Intrepid account**

Click on 'security' on the left hand side – 'non-administrators'

Type in the doctor's name to search for them - Click in to their post

Where it states 'account status' click on the drop down and click 'enabled' – 'save'

You will then need to e-mail the doctor's credentials by clicking 'e-mail credential's. They will automatically receive an e-mail containing their password and PIN etc.

Sickness Process

If you receive a phone call for sickness please follow this procedure:

Ask reason for sickness, name of doctor, where they were supposed to work (GGH or PPH) and what department/grade, and whether they know when they are likely to return.

- ✚ Note: The doctor is also supposed to inform their department but always e-mail the department straight away to inform consultant and if they don't get back to you then consider phoning the department to ensure somebody knows.

Firstly:

Find doctor on Intrepid to check correct spelling of their name and to find number of sickness episodes.

- ✓ NOTE: In order to find amount of 'sickness episodes' for the spreadsheet you need to go on to Intrepid. You can do this by clicking 'education/leave' option on the left and look through those to see if there are any sick occasions. The process to follow for a sickness 'Trigger' is on another sheet, but always double check with manager before making a decision to notify consultant of any sickness triggers hit etc.

Go on sickness spreadsheet – this can be found on:

- ✓ Excel
- ✓ Shared drive 2
- ✓ Sickness (Carms folder)
- ✓ Check tabs at bottom for correct month
- ✓ Fill in spreadsheet as fully as you can

Secondly

Go on word

- ✓ Go on shared drive 2
- ✓ Sickness folder again
- ✓ Forms
- ✓ Self certification form
- ✓ Fill in sickness form as much as you can
- ✓ Print out and send to doctor in their department where they work (alternatively you can e-mail this over to the doctor)
- ✓ When self cert is returned – photocopy and file and send original to S&W

- ✚ Note: If you receive a 'self certification certificate' you need to go on shared drive 2 again, salaries and wages folder – **PAYREC** and document the self cert in the spreadsheet.

Thirdly

Send an e-mail to the doctor's boss/consultant/manager and their secretary with a 'return to work' form attached with a message. The return to work form can be found again in shared drive, sickness folder, forms, 'return to work form'

" Hi, Dr __ has phoned in sick this morning with _____. He is likely to be off for the next couple of days. When he returns please can you arrange for the attached 'Return to work form' to be completed and returned to medical workforce at your earliest convenience'.

Fourthly

Intrepid Process

Go on to intrepid and put the amount of sick days on there. Process to follow below:

- ✓ Go on Intrepid
 - ✓ Search for doctor
 - ✓ Click on 'education/leave' on the left hand side
 - ✓ Click 'New'
 - ✓ Click on the drop down option 'Leave type'
 - ✓ Fill in dates
 - ✓ If you know reason you can type it in to the 'comments' box on the right
- ✚ NOTE: If doctor phones in sick and you don't know what date they are returning always put them down sick for a full week until they notify (phone and let you know) otherwise.

Process to check if DBS and Visa is up to date

Go On ESR – HR Admin – Enter and maintain – type in name of doctor with %

- Others
- Extra Information
- Look at DBS Checklist and 'details' at the bottom – It needs to be within the last 3 years and have a 'DBS unique number'
- To check Visa click on 'Illegal Working' – ensure they have a 'current Biometric Permit' and check end date to make sure it's still valid
- Check employment checklist – Click on details and this will allow me to check 'Occupational Health clearance'

NOTE – EPP clearance means that the doctor has had specific blood test to confirm they are free of any infectious disease that they could pass on to their patient.

This is particularly important and they HAVE TO have it if they work in certain specialties including –

- ✓ A&E
- ✓ Surgery

To check a doctor is GMC registered Process

Go on Google and type in 'GMC registration check'

1. Click on 'Check a doctor's registration status on the right
2. Type in doctor's name – click on the doctor you're looking for
3. Look at left-hand side – Click on 'Doctor history'
4. After clicking on that a page comes up and should say 'Registered with license' and the date they were registered from etc. If this is not here flag it up – they are not registered.
5. Click on 'Print view'
6. Print the page out and put a stamped copy in doctor's file

- ✓ For identity/immigration check doctors Passport and it should say 'British Citizen'
- ✓ Also, send entire starter document (normally 7 pages long) to the consultant/lead of the speciality that the doctor wants to locum – eg: Jeremy Williams for A&E – normally send to their secretary as you will have quicker return.

Witness Testimony

Natalie was tasked with designing a new induction process and training new starters within the Medical Workforce department. I sat with Natalie to explain the requirements of what was needed and asked that she create some kind of 'pack' that new starters could have and relate back to when starting in the department. I asked that the induction pack and 'training plan' was to be completed in a set time frame and set up a feedback session within 2 weeks of our meeting.

Natalie managed her time well, ensuring that her day to day work didn't suffer whilst creating the induction pack and setting out a plan as to how the training would be implemented. She started by implementing a Gantt chart and made this accessible to all colleagues within the department should we need to access it. There were occasions where I needed to access this when setting up departmental meetings as Natalie had set clear dates and time frames to complete certain tasks with the new starter and I felt that it was important that the time frames were stuck to where possible and so worked collaboratively with Natalie during this period. She also updated her work diary to ensure that all necessary information was on there, what training was being carried out, with who, what time and where.

If there were any queries or adaptations that Natalie felt needed to be made to any of the documentation she would prepare alternative ideas and check with me before making any changes to the document to ensure I felt that it would also meet the needs of the induction pack and new starters training needs.

As the department is sometimes very busy and situations can arise last minute, there were occasions where the training plan needed to be adapted, and so Natalie would always ensure that there were alternative duties for the new starter to carry out which didn't require Natalie physically sitting with her and guiding her through an activity.

I found it useful to have access to the Gantt chart as it also allowed me to monitor the progress of the training programme and identify any extra time that need to be co-ordinated for training time. It also provides a good guide for any other new starters within the department to work from next time.

I feel that Natalie completed this project very well at all stages of planning, executing, monitoring and evaluating. It has saved the department time for future new starters as the information required to work within the department is all there on a saved drive and even a guidance template for training new starters is in place from Natalie's Gantt Chart.

Linsey Jones



Senior Medical Workforce Adviser

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice in Human Resources

[Activity 5]

Word Count: 451

Student Name: Natalie Thomas

Student Number: 1810239

CIPD Membership Number: **53274196**

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

Signed:

Date: 22/01/2018

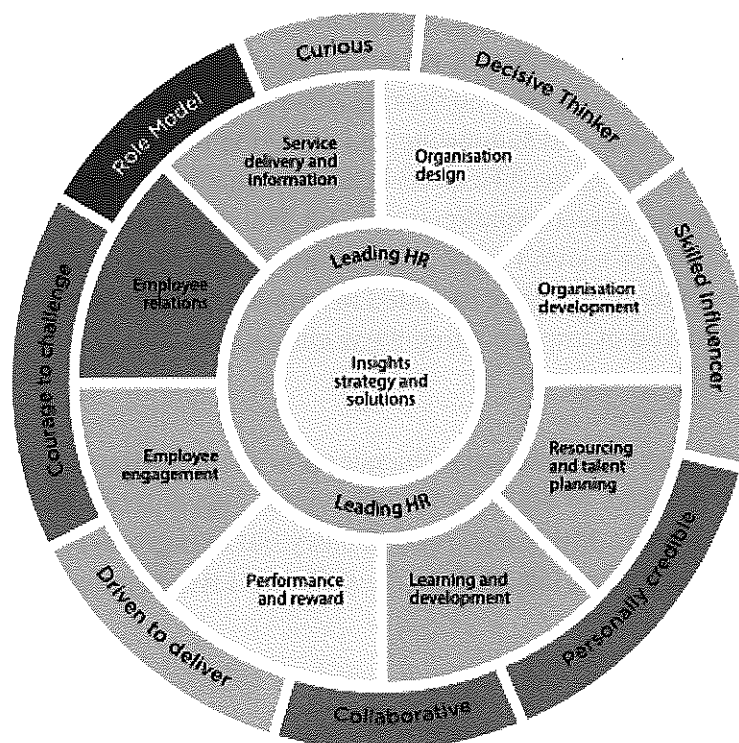
Activity 5

Introduction

In order to continually develop as a HR professional, it is important that I am able to identify my professional development needs and improve. As part of this activity I have completed a self-assessment of the HR Professional Map from the CIPD website to determine where my strengths lie and also which areas are my weakest and therefore need to develop in.

5.1

Below is the result of my self-assessment of the HRPMP.



Based on my self-assessment I have identified that my strengths are in the following areas:

- Role Model
- Collaborative
- Personally credible
- Employee relations
- Courage to challenge

The map has also enabled me to identify my professional development needs. The main areas I would like to focus on and develop in are:

1. Insights, Strategy and solutions
2. Organisation development
3. Skilled Influencer
4. Curious

Activity 5

1. Insights, strategy and solutions is associated with understanding my organisation fully and to be able to develop strategies and solutions to meet the needs of the business. As an administrating Officer I will need to use data to develop insights in to my organisations and the way it works, this may include figures such as financial data, sickness data and various other aspects. I will need to specifically target an area of work which I can get involved in such as sickness. In order to develop to the next level of my HR profession, I will need to ensure that I am able to understand business trends, and use organisation data to create and implement HR solutions. I have included information within my PDP to detail how I intend on doing so.
2. Organisation development requires exposure at a higher level than I am currently in. In order for me to work at the next level within Organisation Development I need to ensure that I work with managers on making changes to the organisation, processes, organisational culture etc and supporting and coaching managers during the implementation of the change. There has been an area identified where change is required, which is the implementation of the All Wales Sickness Policy. We have identified that Manager's aren't fully implementing it correctly and so training and advice from Hr is required. I have included information within my PDP which details how I will be involved in implementing these changes.
3. When displaying that I am a skilled influencer it is about displaying the skill to influence others. In order to develop this behaviour, I need to be able to use evidence to support my proposals. I may also need to carry out background research and compare to my own findings in order to identify any advantages or disadvantages to my approach.

Development plan

NAME:	Natalie Thomas	MEMBERSHIP NUMBER:	
COVERING THE PERIOD FROM:		TO:	

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, strategy and solutions – - Supporting the administration and delivery of HR programmes and projects - Using insights from data and good HR practice to spot potential trends and risks for the organisation	I will arrange a meeting with senior managers to understand the main areas of focus within my organisation at this current time.	Create a report on findings during the meeting and I will need the support of my manager.	Being personally involved in gathering and analysing data to influence changes.	May 2019
Organisation Development - Supporting OD specialists in delivering change/management - Providing advice and supporting employees and managers during change	I will attend meetings and include ideas of how I believe this change should be implemented. I will be involved in workshops advising managers how to implement the sickness policy and always be on hand to provide ongoing advice and information.	All Wales Sickness Policy Fact sheets Easy to follow guidance sheet	Survey on the understanding of the Sickness Policy and a follow up survey after all training has been provided to managers	June 2019

To become more of a skilled influencer	I will need to gain more experience working within the HR department. Have detailed understanding of policies and procedures and carry out my own background research such as comparing other similar organisations and their approach to various situations	Organisational policies and procedures	Increased involvement in advising on policies and procedures	Ongoing
Become more knowledgeable in Employment Law	Attend employment Law workshop	Resource documents, VC facilities	Applying knowledge gained in my day to day work	November 2018