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Developing Professional Practice in Human Resources

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

Signed:

A handwritten signature in black ink, appearing to read 'Duncan Hook', is written over a light grey rectangular background.

Date: 31/12/2020

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Personal Statement – Knowledge of my HR Development Programme

The CIPD Level 5 Diploma is delivered as a collaboration from the CIPD themselves, University of Wales Trinity St David's (UWTSD) and the Coleg Sir Gar.

Before beginning this course, I was obliged to join the CIPD as a student member. Following the receipt of welcome documentation (EV1, EV2) this allowed me access to various resources direct from the CIPD site including guidance on Continuing Professional Development (CPD) (EV3) and the Knowledge Hub (EV4) which links to reports, podcasts, webinars and guides specifically tailored to support learning in HR. These resources are used in every module of the course and so the site is a great starting point for any assignment. As a member of the CIPD I am expected to adhere to their 'Code of Professional Conduct' (EV5) which outlines the expectations on members in their work and how they are perceived by others. These standards will carry forward from my student membership and past graduation into an associate level.

The CIPD has various publications that are a key resource. As well as receiving a monthly People Management magazine and full access to the website's resources, I am required to engage with the "core" CIPD texts: 'Studying Human Resource Management', 'Human resource Management: People and Organisations' and 'Introduction to Employment law'.

UWTSD are responsible for the facilitating of my applied course which began on 20th of April 2020 and is timetables to end on 10th of July 2020. As a university, they, similar to the CIPD, have a code of conduct (EV6) which also promotes an ethos of respect for fellow students and can be found on their website. This website is a good starting off point with 'Quick Links' (EV7) for other University resources and sites which will be essential for the course. From here I can access my email, the Student Hwb, and Moodle. From Moodle (EV8) there are links which take me through to all resources required for the diploma. From the 'My modules' link I can access a series of tiles breaking the course down. The first tile is always dedicated to course information including our timetable of workshops and submission dates (EV13), full details on the programme of study (EV10) and contact details for my tutor Julie Thomas (EV9). The remaining tiles are specific to each of the 16 modules I am working through. From these tiles I can find clear instruction on each module's assessment criteria, reading lists and the Turnitin links which are used for submitting each assessment and checking drafts for similarity score. The online University Library (EV11) can also be accessed via Moodle. This site has a range of e-books that compliment study as well as detail on books that are available to borrow physically from the Library building on campus.

While the University deliver the actual course material this is provided via Coleg Sir Gar who I am enrolled with. They are responsible for general study support, wellbeing and securing funding for the course from Welsh Government. As this is an applied CIPD course it is equivalent to an apprenticeship and so an agreement and contract are required between the employer and course provider as an application for funding (EV20, EV21) Coleg Sir Gar have their 'gateway' website (EV15) available for general information, unions and support. As part of the securing of Government funding I was required to ensure I was at the expected level for digital literacy, English language and Mathematic ability. These are assessed through the 'Wales Essential Skills Toolkit' (WEST) website (EV16) with all required to be at level 3 which I met without the need for additional learning (EV17, EV18, EV19).

Report – CIPD HR Profession Map

As a function in an organisation, HR practice has historically been perceived as highly operational; dealing with arising issues and basic tasks such as payroll or appraisal without larger business context (Johns & Perkins, 2016, p. 76). The CIPD has aimed to define HR as a profession, taking the best examples of expertise and behaviours of HR practitioners and developing tools such as the HR Profession Map (Woodhams, et al., 2016, p. 110) which outline standards that all should hold themselves to. The aim being to develop the HR professional into a “thinking performer” (Johns & Perkins, 2016, p. 71); an individual who sees the big picture and can make valuable, relevant contributions which “add value” (Johns & Perkins, 2016, p. 69) to the performance of an organisation. Here I aim to break down the features of the HRPM and how it both defines the HR profession and is an essential tool in developing effective HR professionals.

Johns and Perkins (2016, p. 76) simply define a professional as someone who holds themselves and their work to a high standard. Highly regarded jobs such as in the medical profession follow a strict and ethical code. The CIPD have outlined their own ethical and representative rules in the CIPD Code of Professional Conduct (CIPD, 2020) which outline what the standards should be but not how we develop further.

Looking at development in particular, Johns and Perkins (2016, p. 76) describe HR professionalism as a process of “managing”; actively managing the skills and behaviours of yourself, peers, leaders and the whole organisation to uphold the standard of good HR practice.

The CIPD’s HR Profession Map (HRPM), introduced in 2013, is an interactive tool that breaks down these skills and behaviours, creating a competency framework (Woodhams, et al., 2016, p. 110) enabling HR professionals to identify opportunities, learning and developing themselves. To be perceived as professional is something that HR practitioners have been striving for (Balthazard, 2014), with the respect and credibility that come with it; the HRPM gives a framework to achieve and manage this.

Looking broadly at the HRPM, the focus is on two individual lists of Behaviours and Professional Areas. All of these are then approached from four bands of development, which expand in complexity as individual progresses in their career (CIPD, 2013).

In terms of professional areas in the HRPM there are ten overall but two are considered “Core” for all and sit at the centre of the map:

- *Insights, strategy and solutions*
- *Leading HR*

Both of these areas speak to the increased professionalism that Johns and Perkins (2013) were referring to as, in summary, leading and strategizing see the HR function having an informed, proactive approach to their work. The further eight professional areas could really be considered “Specialisms” and so are more specific to the direction of an individual’s career:

- *Employee Engagement*
- *Employee Relations*
- *Learning and Development*
- *Service delivery & Information*
- *Organisation Design*
- *Resourcing & Talent Planning*

- *Performance & Reward*
- *Organisational Development*

There are then eight behaviours which are considered essential competencies for all HR professionals, whichever areas they specialise in (CIPD, 2013):

- ‘Role Model’ sets the example for others to follow. Including knowledge of legal and ethical boundaries, knowing where to access this information as well as encouraging others to seek it themselves (CIPD, 2013). They prioritise doing the right thing over any immediate benefit to themselves (Balthazard, 2014).
- ‘Curious’ individual is open to exploring different opportunities and ideas for the betterment of an organisation by keeping abreast of developments in the wider HR profession, seeking strategies that have worked elsewhere and understanding how to apply these in house (CIPD, 2013).
- ‘Decisive thinker’ will be able to efficiently assess a situation, digesting data, to arrive at a solid solution. Decision quality will come from both experience and knowledge but also requires instinct for what ethical solutions look like. This isn’t about rushing through information rather knowing what information is needed to make a decision (CIPD, 2013).
- ‘Skilled influencer’ is able to gather support from all areas of the organisation to achieve their goals. This requires them to be able to engage with a variety of stakeholders and able to adapt when communicating to win them over (CIPD, 2013).
- ‘Personally credible’ builds on what makes the individual a dependable role model and apply their knowledge for results which benefit the organisation. This skill is developed by striving to build experience and knowledge by getting involved with variety of projects that challenge and expand (CIPD, 2013).
- ‘Collaborative’ behaviour is the individual’s ability to work and share with others for the betterment of a project. This is a test of interpersonal and communication skills and may require some leadership capability in some scenarios (CIPD, 2013).
- ‘Driven to deliver’ will be organised, understand what is required and able to achieve sometimes multiple projects on time. This behaviour explores the ability to motivate not only others but also oneself (CIPD, 2013).
- ‘Courage to challenge’ encourages the individual to assertive in making their own decisions and question others to get to the right solution. This isn’t just about challenging others but also challenging the status quo, standing alone if required (CIPD, 2013).

Armstrong (Armstrong & Taylor, 2020, p. 161) refers to behaviours such as these being measured against a standard which is why the bands are important for anyone to see which level they should be at and not be overwhelmed or alienated. These are listed as Bands 1-4 in the HRPM which the individual can determine using criteria such as the type of work they perform, working relationship with their clients and ways in which successes are measured in their role (CIPD, 2013, p. 6). The CIPD introduced a New Profession Map (CIPD, 2018) in which they define these bands differently into four CIPD “levels” from Foundation to Chartered level. This approach makes it somewhat easier for an individual to evaluate which band they sit at as they can measure against an actual qualification.

In addition to working against the correct band I would recommend to identify which areas should be a focus for the individual to work on. The CIPD provides a tool, ‘My CPD Map’ (CIPD, 2016) which helps assess the individual against the HRPM to highlight where the opportunities lie and determine a starting point for development. Looking back Johns and Perkins (2016, p. 76) definition of an

individual “managing” their development, the HRPM offers a broad outline covering every facet of the role but also giving clear guidelines for what level the individual should be aiming for at each stage of their career.

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Personal Statement

Planning, implementing, monitoring and evaluating work projects

Problem analysis and resolution

Influencing, persuading and negotiating with others

Gathered in my portfolio are evidence from two broad projects I have been working on; one in Resource and Talent Planning and one focussed on Employee Relations. I aim to show how I have approached these projects over the last few months and my process for doing so. Also collected are additional elements that link to these projects and show my ability to solve problems and in turn influence others.

Looking at Morton's (2017) 5 stages of a project I can see that these two projects are still at Stage 3 or 4; when the project is just launching or being monitored for their success. I may not be at the point of Stage 5 having concluded or wrapped up the project yet. However, an element of assessment and reflection have come from analysing and critiquing previously implemented work (EV23, EV41)) that I am working to improve or replace.

The employee relations project I have been working on has been tackling increasing levels of absence in key areas since the end of the first 2020 lockdown. During the lockdown period, reviews of short-term absence were halted and long-term absence reduced as attempts to minimise contact between staff and avoid scrutiny of health conditions exacerbated by COVID-19. Not only was there a backlog of cases to review but also a breakdown of the process which meant reviews either wouldn't happen on time if at all. Included examples are from my work with Building Maintenance who have proven resistant to aligning with the policy at times with the result being a lack of support for employees. I also worked with peers in the same role as mine to identify weakness in our overall approach (EV37) to supporting with absence management and align ourselves in one consistent approach along with the tools required to support it.

In relation to this project I have included examples of the four-stage process for problem solving; namely determining the problem by brainstorming in meetings, finding solutions through discussion, determining the best solution and then executing it (Mind Tools, 2016) (EV37, EV44, EV52).

My other project has been broadly supporting recruitment in two areas: better reach through advertising and a more specific focus on attracting children's social workers to PCC. I have worked with digital marketing to launch adverts onto digital platforms and monitor the effectiveness of this approach (EV41) while also exploring other options such as graphic design on social media platforms. In terms of the social worker attraction I have worked on a project rejuvenating an existing initiative of a rolling advert which ran for a year and a half with little success. There is still appetite to have this in place as a beacon for social workers looking to move to Pembrokeshire. To ensure this project has a better chance I have analysed the effectiveness of the original initiative and determined how we could do this better. This has launched and will be monitored on a monthly basis. To extend the reach of this project I have mentored one of my peers on launching their own advert for Adult's Social Worker roles (EV53, EV54) ensuring consistency in approach and measurable results.

My experience with Pembrokeshire County Council due to the history of the organisation has been that some of the problems I've experienced, in recruitment for example, are often deep rooted so finding the reason for them can take time and a lot of questioning. The "5 Whys technique" (Mind Tools, 2016) has been a useful framework for me recently to find the root cause of these long-term problems. This is particularly prevalent in sourcing activities. There is currently a lack of competency

framework implementation in the interview process and so this has been something I support with on an individual base when managers are preparing for interview (EV60). This is a problem that appears to be due to a lack of understanding and investment in terms of time. Long term I would like to address but this will require support from the wider team.

When improving my ability to influence or negotiate with others I have worked to establish relationships when possible rather than going straight to pushing my agenda. I have worked remotely since starting my job in March 2020 and so I saw this as necessary before offering my own advice. This is supported by the attributes outlined by Yemm (2008) referenced by Johns and Perkins (2016, p. 84) who refers to the “ability to build alliances”, “friendliness” and “bargaining skill” as valuable when negotiating a result. The CIPD (2018) features influencing in their new profession map and aligns finding courage with having influence. I felt that the way this section of the new map talks about the need to “consider potential reactions” and to “engage regularly with key stakeholders” (CIPD, 2018) were reflected in the work I have taken to form relationships first (EV55, EV51) and influence second (EV59).

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Report - Team dynamics and political behaviour

Understanding the structure of teams is invaluable for HR professionals in both their own working practice and in support they can offer to managers forming compatible teams in the wider organisation (Lamb, et al., 2014). Teams can constantly evolve, bringing a range of expertise, characters and competencies into the mix (Amy Edmondson - How to turn a group of strangers into a team, 2018) which can bring conflict and the emergence of political behaviour (Armstrong, 2009, p. 339). Understanding roles that different individuals play (Watson, 2014, p. 217) and identifying competencies required in a team (West, 2020) will help establish teams that support and challenge each other while working towards a common goal (Watson, 2014, p. 212).

Watson (2014) references two theories that describe the makeup of teams and the common chain of development that a team might undergo in its lifetime.

Firstly, Belbin's theory defines nine identifiable roles which can help a leader form a team (Watson, 2014, p. 217). He stresses that not all nine are essential in a team, in fact recommending four to six as the optimal size of a team before resulting in compromise or conflict (An Interview with Meredith Belbin, 2008). Different combinations of these roles can be dependent on the team's goal and for this reason the nine roles are divided into the following:

- "Task-related team roles" which are the "Shaper", "Implementer" and "Completer finisher" and focus on questioning or challenging processes, the ability to identify tangible tasks and the timely execution of tasks respectively (Watson, 2014, p. 217).
- "Social-related team roles" which are the "Resource investigator", "Co-ordinator" and "Teamworker" and are characterised by bringing enthusiasm and initial energy to a team, organisation and delegation or submissive, co-operative behaviour respectively (Watson, 2014, p. 217).
- "Thinking-related team roles" which are the "Plant", "Monitor evaluator" and "Specialist" and focus on problem solving, analysing potential solutions or focus on their area of expertise respectively (Watson, 2014, p. 217).

Secondly, Watson (2014) references Tuckman's theory of a five-stage development process for teams. The first, "Forming" sees an element of uncertainty as team members figure each other out socially and professionally; uncovering strengths, weaknesses and individual motivations. The next stage "Storming" sees conflict most likely as the team naturally develop roles and begin to work together on solutions. This stage is where emotions can come to the fore as potential hierarchy is established and ideas presented and quashed (Tuckman, 1963). The "Norming" stage sees the group dynamic fall into place, the team collaborate, and the team find the best way to work together so that by the next stage, "Performing", everyone has their role and is focussed on the team's overall goal to finish at the "Adjourning" stage (Watson, 2014, p. 215).

While it could seem like the "Storming" stage is unnecessary conflict in an otherwise smooth process, this is an essential step in finding truly innovative solutions. Previous thought was that only "cohesive" teams led to "stability and higher productivity" (Watson, 2014, p. 213). This is exhibited by Google's (2020) findings when looking at their best examples of effective teams. They found that it "mattered less about who is on the team, and more about how the team worked together (Google, 2020) – citing respectful behaviour promoting free speech as both an effective conduit for innovation but also in line with the company culture. There are, however, benefits to encouraging an element of conflict. Gifford (Lamb, et al., 2014) recommends a diverse mix of characters as people who all get on won't challenge each other and innovate: "you need... enough of a mixture of strengths and perspectives in the team that you can be pushing the boundaries." This is where

Belbin's theory of diverse roles links to Tuckman's as the diversity of roles leads to diversity of opinion and fresh ideas. In my own previous experience at Apple, working in an HR team of six from a range of backgrounds including acting, merchandising and management there were disagreements about direction to take but through a range of ideas we reached unique solutions for employee engagement.

Whether leading to conflict or not, thrusting a diverse group together often results in organisational politics becoming apparent. Politics are a factor in any organisation and a manager or HR practitioner needs to develop "Political Sensitivity" (Armstrong, 2009, p. 340); understanding the history, hierarchy and culture of the business before decision-making or judgement while also avoiding getting involved themselves (Horn, 2009). Armstrong (2009, p. 339) believes that "political behaviour is inevitable in organisations because they consist of individuals" who are inherently looking to develop themselves while getting the job done and that it's the job of a good manager to harness the individual drives of team members with polarising ideas to work together to achieve this common goal (Armstrong, 2009, p. 339). Rodgers (2006) stresses that while we may wish to help focus political thought in a team we "cannot control these conversations or the formation of coalitions in any meaningful sense" as the relationships and collaborations are a characteristic of bringing quality people in and allowing free thought.

The negative impact to political behaviour is first on a social level with fighting or gossip which are never helpful (Armstrong, 2009, p. 340) but there are also business-level impacts that are potentially more disruptive. Armstrong (2009, p. 340) refers to "excessive and counterproductive lobbying" resulting in additional bureaucracy stalling productivity in teams. However, the opposite can be the case when a political thinker is involved with difficult decision-making as they are prepared to make a decision for their own benefit, which also keeps things moving (Armstrong, 2009, p. 339) the best examples of which are found in politics. Throughout the COVID-19 pandemic the UK government have been pushed to make decisions that either "follow the science" (Runciman, 2020) and save lives or reopen businesses and save jobs; when actually the decision made will be one that they believe makes them favourable to the voter base.

In many of these sources, it is advised that strong Leadership is required for direction and managing teams political situations but HR also has a part to play in ensuring this happens. The CIPD (2020) refers to "social cohesion" being an essential part of building teams but challenging in a year that many teams are working virtually. It is still important to bring diverse teams together to achieve great results but perhaps more than ever, it is important to listen and understand the political situation to ensure it does not get in the way of the teams goals.

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Personal Statement – Continuing Professional Development

Presented in my portfolio is evidence to outline the start of my Continuing Professional Development (CPD) built against the CIPD's HR profession map. I have started this process at the beginning of November 2020 with goals that stretch into next year with the intention of presenting an update in March 2022. I have selected one core professional area, one professional area and two behaviours which I would like to focus on and I believe will benefit me in the role I am in as well as building on my skills for the future.

Continuous Professional Development is by definition an activity that should always be relevant for me to develop in my HR career. In order to maintain professional standards this needs to be a process that is ongoing (D'Souza, et al., 2015). Given the scope of my organisation, this isn't something which is formally promoted but it is encouraged by my colleagues in HR to stay on top of the latest developments in the profession.

Woodhams et al. (2016, p. 117) detail six steps for success in planning personal development which I have aimed to follow and will continue to. These are:

1. To identify areas to work on through a skills audit
2. Create clear objectives that I want to achieve by working on a particular skill
3. Identifying specific opportunities that I could improve
4. Devising experiences which will develop these skills
5. Implementing the plan
6. Assessing the outcome

The CIPD reference "Identifying Your Learning Needs" (Woodhams, et al., 2016, p. 117) as a key part of this process as needs will evolve over time and it is important that my development plan evolves to remain relevant to me. Woodhams et al. (2016, p. 117) highlight a few methods for assessing your needs for development but I have mainly focussed on a "Situational Approach" as I am fairly new in my role and there are many things I want to learn to raise my confidence and extend my influence within the team. I spent some time studying my Job Description (EV64) and outlined that my role is primarily focussed on employee relations, specifically absence related, and so my choice for focus areas has been informed by this. Another aspect of the role is in an advisor capacity and so I wished to select areas that would help me present informed, relevant advice to managers and peers.

On the profession map I selected the following four areas with the following justification:

- Insights, Strategy and Solutions – with the range of stakeholders I currently work with within the council I am keen to understand the impacts HR can have on these areas to offer them relevant guidance.
- Employee Relations – as explained this is a primary function of the role and I want to be as effective as possible.
- Courage to Challenge – in regards to employee relations I am keen to be able to challenge managers decisions and ensure an effective service. This is particularly relevant to me as I am fairly new to the Authority and so wish to have an impact.
- Skilled Influencer – I bring relevant experience from my previous employer and want to be able to utilise this to skilfully question policies and influence change within the organisation

The "My CPD Map" (CIPD, 2016) tool was very helpful in assessing my skill level in areas relevant areas to me and I measured these against "Band 2" of the 2013 Hr profession map (CIPD, 2013)

which looks at an advisor level role. I feel this level not only reflects my level of study but also the role I am currently working in within Pembrokeshire County Council.

I met with my manager to talk through these areas for improvement and we developed these into some clear objectives I could set. She also helped me create some experiences I could approach to develop these skills. At this point I have begun to carry out some of these experiences which I will then continue to follow up on in my development plan (EV68). As part of my preparations for study, I have completed two different learnings styles questionnaires VARK (EV65, EV66) and Honey and Mumford's (EV67). Both of these have leaned towards an action oriented and practical element to my learning style and so I believe, setting myself more real life experiences rather than studying theory will be crucial in developing skills. Interestingly, the Honey and Mumford questionnaire (EV67) has also identified me as a Theorist which I believe is more in relation to the way that I like critically assess mine and other's work. I think this will be most useful at the "Assessment" stage of the development plan process (Woodhams, et al., 2016, p. 118) which I haven't completed yet as I am working through the plan.

My focus areas may evolve over time as I progress in my role but I believe that during the time span I have set these will continue to be relevant to me. In order for this to become part of my normal working practice, I have already begun to set a specific time each week (EV63) when I focus on my CPD and have arranged this with my manager so they are aware of this expectation. After completing my study I would also like to incorporate aspects of the "New Profession Map" (CIPD, 2018) which takes a future look at the HR role and will potentially prepare me for the next stage of my career.

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<u>DUNCAN HOOK</u> <u>EVIDENCE MATRIX</u>					CIPD Membership No: 5665008X		
Qualification: CIPD Level 5 Diploma in Applied Human Resources					Unique Learner No. (ULN): 1920325		
Unit code	Unit Title	Assessment Criteria no.	Evidence description		Evidence reference number	Assessor initials	I/V initials if sampled
5CDPP	Developing Professional Practice in Human Resources		1.1, 1.2, 1.3	Welcome to the CIPD Student membership (Welcome Letter)	EV1		
5CDPP	Developing Professional Practice in Human Resources		1.1, 1.2, 1.3	Welcome to the CIPD Student leaflet (sample)	EV2		
5CDPP	Developing Professional Practice in Human Resources		1.1, 1.2, 1.3	Screenshot from CIPD website – Continuing Professional Development (CPD)	EV3		
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Candidate declaration:

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

Signature:



Date:

31/12/2020



CIPD
Championing better
work and working lives

Mr Duncan Hook
Penhwy
Fishguard Road
NEWPORT Dyfed
SA42 0UQ

1K5665008X/0105

12 May 2020

Welcome to your CIPD student membership – we're so happy you've joined us!

Dear Duncan

Welcome to the CIPD and a worldwide community of people professionals! We're here to inspire and support you during your studies and throughout your career. Why not share your new membership status using @CIPD #CIPDstudent and #CIPDmember

Your membership number: **5665008X**
Your membership grade: **STUDENT MEMBER**

You can now also access a digital version of your membership card on the CIPD Community app. Search for 'CIPD Community' on the Apple App store or Google Play store. Find out more at cipd.co.uk/cipd-community-app

It's worth taking the time to explore the resources and opportunities that membership gives you. You will find some initial tips and advice on how to make the most of your membership in the enclosed booklet. You can also explore all your member benefits at cipd.co.uk/student-welcome

We're here to support you, so please let us know if you have any questions. Our friendly Customer Service Team is here Monday to Friday 09:00-17:30 (UK time) on +44 (0)20 8612 6208 or by email at membershipenquiry@cipd.co.uk

Yours sincerely



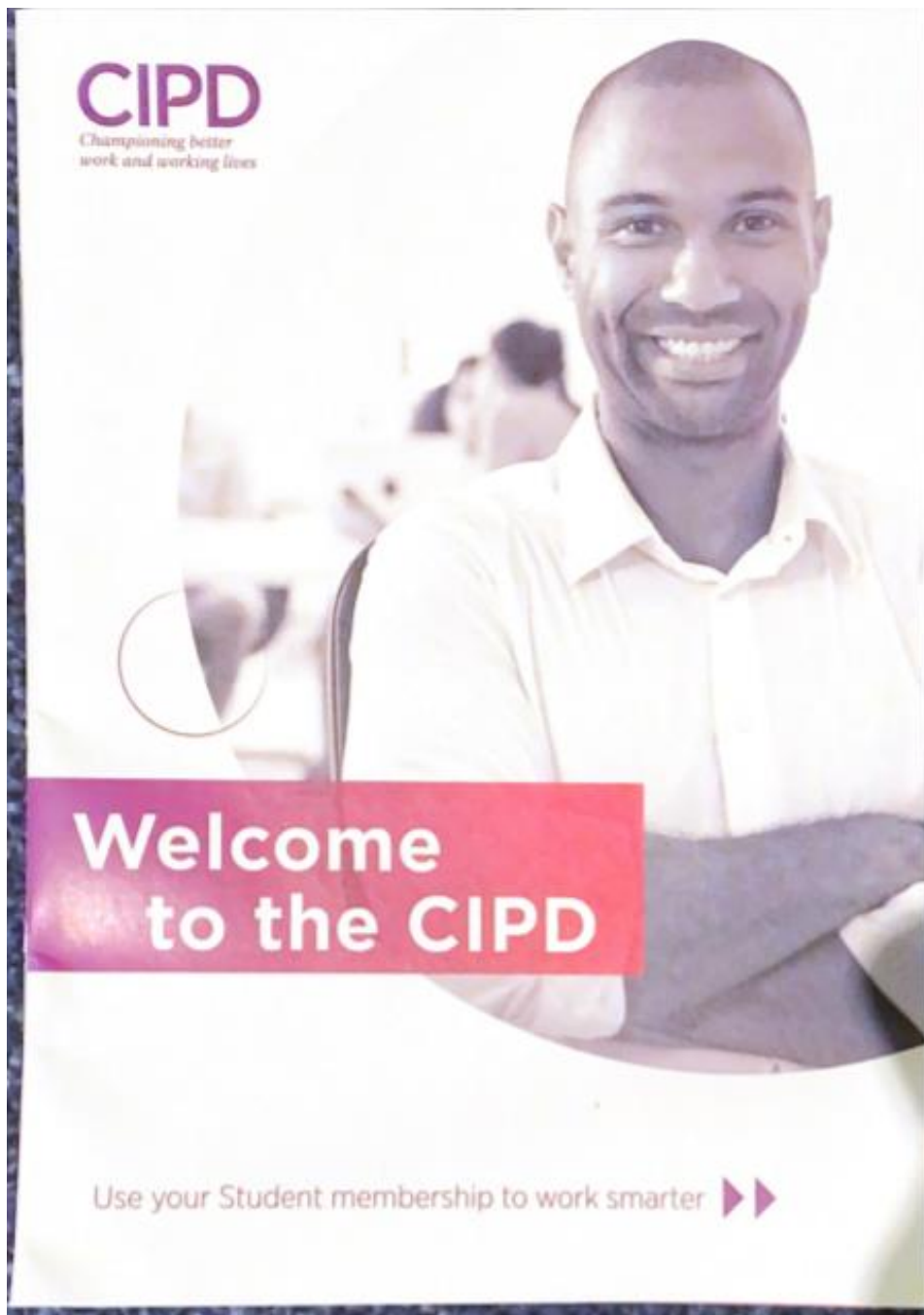
David D'Souza
Membership Director, CIPD



A yellow CIPD Student Member Card. The card displays the CIPD logo, the text 'STUDENT MEMBER', the name 'Mr Duncan Hook', the membership number '5665008X', and the renewal date 'Renewal date 01 July 2021'.

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Welcome

Congratulations on joining our worldwide community of more than 150,000 HR and people development practitioners. This is the start of a rewarding partnership through which we'll support you to learn and develop, connect and share, and even help shape the future of our exciting profession and of the world of work.



How we see our purpose as a profession - to champion better work and working lives - has never been clearer, and the opportunity to make a difference has never been greater. There are many influences of change in today's world, and we need to play our part in shaping the future of work with confidence and credibility. This means investing in our own professional development to keep skills and knowledge current, and being willing to stand up for what we believe in.

Your membership not only demonstrates commitment to our Code of Professional Conduct and internationally respected standards for HR and L&D, but also gives you access to a wide range of resources and networks that will help you grow as a professional and make a positive impact in your work.

Within this booklet you'll find tips and advice on making the most of your CIPD membership and in working smarter. Discover time-saving and effective ways to **stay sharp, connect, inspire, innovate, lead, support, excel and continue your professional development**.

We hope this will be the beginning of a long and rewarding connection and engagement for you with us as your professional body, and for the recognition and growth of your professional career.

Peter Cheese Chartered FCIPD
Chief Executive, CIPD

PS: Share your new membership status using #CIPDmember / @CIPDstudents



2 cipd.co.uk/studentwelcome

How to work smarter using your CIPD membership

Stay Sharp

With the latest HR and L&D resources always at your fingertips

You need to stay up to date with a fast-changing profession. We email you the latest relevant news, and continually add resources to the Student Resources hub and Knowledge hub.

Work smarter by being one step ahead, informed and more productive.

- Register now for your online account to access all your member benefits. Activate your email preferences to ensure the latest updates are delivered to your inbox - your monthly dedicated Student Update, plus CIPD Update and in a Nutshell.
- Log in anytime to access leading-edge resources, including over 200 business and HR and L&D journals, plus research updates, policies, fact sheets, webcasts and blogs.
- Use the wealth of resources to gain peace of mind that you're producing first-class work for your studies and making the best decisions for you and your organisation.
- Get confidential assistance with HR legal issues using our free helpline.



Connect

Our network is now your network

Tap into our growing and vibrant membership base, including over 20,000 CIPD students. Connect online or face to face to discuss issues that matter to you.

Work smarter by exchanging opinions and sharing knowledge with studying members and the wider HR and L&D community.

- Connect via our social media platforms (LinkedIn, Facebook, Twitter).
- Download the CIPD Community app from your app store. Log in with the same details as your CIPD online account and engage with the topic-based discussion groups, including Career Clinic.
- Contact your local CIPD branch to discover the networking and learning opportunities in your area. Branches are run by volunteer ambassadors throughout the UK and Ireland, exclusively for our members.
- Pay lower prices for top CIPD events, including regional Student Conferences. Hear from influential practitioners and enjoy practical learning and networking.



@cipd www.twitter.com/cipd



www.facebook.com/CIPDUK

#CIPDmember #CIPDstudent



www.linkedin.com/company/cipd



Get the CIPD Community app

4 cipd.co.uk/studentwelcome

Inspire

Your membership confirms your professionalism

Organisations really value the CIPD, and being a Student member is a true mark of professional commitment.

Work smarter by raising your profile in a competitive workplace.

- Once you qualify, you'll automatically upgrade to Associate member grade and be able to use **Assoc CIPD** after your name. Gain instant respect when displaying your internationally recognised designations.
- Enhance your credibility, relevance, professionalism and job satisfaction. Your membership conveys capability, and our tools and resources will help you work quicker and smarter.
- Inspire confidence with employers, clients and peers - and future employers. Be well placed to take on more responsibility to build your skills, reach your potential and increase your earning potential.
- Work towards moving up through our membership grades as your career develops. Coupled with your highly regarded qualification, you'll really make an impression.



The screenshot shows the CIPD website at the URL cipd.co.uk/learn/cpd. The browser's address bar and tabs are visible at the top. The website header includes the CIPD logo, a 'My profile' button, and a search bar. A navigation menu below the header lists: 'Learn, develop and connect' (highlighted), 'Careers', 'Membership', 'Knowledge hub', 'News, views and policy', and 'About us'. A breadcrumb trail reads: 'Home / Learn, develop and connect / Continuing professional development'.

Continuing professional development

Learn about what CPD can mean for you and how to structure your approach to professional development

As the leading body on the management and development of people we have a strong interest in your professional growth. The credibility of the HR and L&D profession is based fundamentally on the commitment of individual members to continuing self-improvement. This is why we're so keen to provide tools and resources that help you build purposeful learning into the routine of your professional life.

Read how our [CPD policy](#) ensures our members maintain their professional knowledge and competence.

Your guide to professional development

EV4

← → ↻ cipd.co.uk/knowledge 🔍 ☆ 📁 🌱 ⚙️ 👤 ⋮

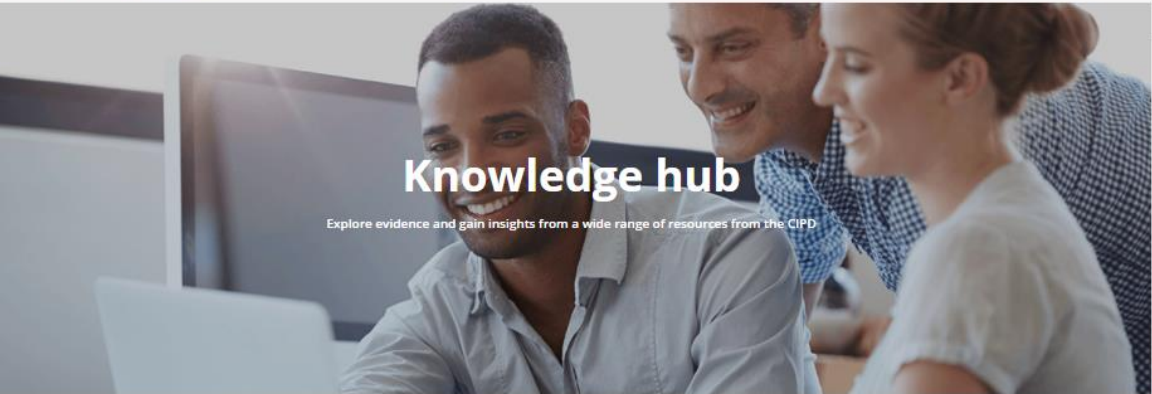
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▼ Other CIPD Websites [People Management](#) [PM Jobs](#) [Welcome, Duncan Hook](#) [Log out](#)

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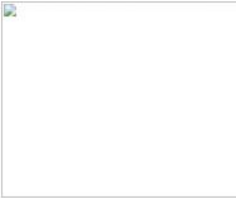
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Knowledge hub

Explore evidence and gain insights from a wide range of resources from the CIPD



Search for CIPD Factsheets, Reports, Podcasts and Guides

🔍



Code of Professional Conduct

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

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

1 Professional Competence and Behaviour

Members of the CIPD shall:

- 1.1 maintain professional knowledge and competence through continuing professional development, to ensure they provide a professional, up to date and insightful service
- 1.2 seek appropriate support if business needs require involvement in new areas of activity, only act within the scope of knowledge or ability, seek advice or support or refer work where appropriate
- 1.3 accept responsibility for their own professional actions and decisions, rectifying issues as soon as possible, informing the client of any likely impact to them and taking all reasonable steps to mitigate their loss/harm
- 1.4 apply professional high standards of relevance, accuracy and timeliness in the information and advice they provide to stakeholders, ensuring adequate liability insurance is held and terms of reference are established for all work and commitments.

2 Ethical Standards and Integrity

Members of the CIPD shall:

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

3 Representative of the Profession

Members of the CIPD shall:

- 3.1 always act in a way which supports and upholds the reputation and values of the profession, if the Member becomes aware of a potential breach of the Code, they must report this to the CIPD
- 3.2 uphold their responsibilities as professional people towards the wider community
- 3.3 comply with prevailing laws and not encourage, assist or collude with others who may be engaged in unlawful conduct, taking action as appropriate.
- 3.4 exhibit personal leadership as a role model for maintaining the highest standards of ethical conduct
- 3.5 identify where there is a conflict of interest. If an action could be perceived as a conflict of interest the Member should carefully consider whether it is appropriate to act in all the circumstances and evidence independence and be able to demonstrate the distinction between the personal and professional capacity.

4 Stewardship

Members of the CIPD shall:

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

UWTSO STUDENT CODE OF CONDUCT

This document sets out the standards of conduct that are expected of students at UWTSO.

UWTSO expects its students to conduct themselves in a manner that does not bring the reputation of the University into disrepute. Where a student's conduct does not meet the expectations outlined in the Student Code of Conduct, the University **Non-Academic Misconduct Policy** may be applied. Examples of conduct that may breach this code of conduct can be found in the Non-Academic Misconduct Policy.

The University seeks to provide a safe and inclusive environment for all students, and therefore it takes breaches of this code of conduct seriously. If you are experiencing behaviour that contradicts this code of conduct, (e.g. harassment, sexual misconduct, bullying through social media), please report the allegations to the University as outlined in the Non-Academic Misconduct Policy. The University will look to provide support to you as appropriate through its procedures (this may include offers of mental health support and/or referral to external support).

Professionalism

- It is expected that you act in an honest way and that you will abide by the law.
- You should familiarise yourself with and adhere to approved University policies and regulations.
- Attend and engage with your programme of study and proactively seek support when needed as outlined in the **Student Charter**.
- Where applicable, adhere to relevant professional standards relating to personal and professional conduct. See also the University **Fitness to Practise Policy**.
- Where applicable, adhere to relevant professional, statutory, regulatory body expectations and requirements to protect present and future patients, service users or clients at all time. See also the University **Fitness to Practise Policy**.

Representing the University

- You are an ambassador for the University at all times. The University expects that you will act responsibly and respectfully both within the local community and when away from the local environment (for example, whilst on study abroad, field trips or placements).
- You should show good sportsmanship whilst representing the University in sporting events.
- When visiting off-campus locations for events, you should treat the facilities at the location you are visiting, as well as any transport that has been arranged to get you to your location, appropriately and with due consideration for others.
- You should behave in a manner which upholds the good reputation of the University, including whilst off-campus for sporting or social events associated with the University.

Respect for Others

- It is expected that you act responsibly and courteously towards others.
- You should recognise the importance and value of equality and diversity in the University community by treating all members of the University with dignity and respect both in person and through alternative means (including but not limited to email, social media, instant messaging and texting) so that they do not feel as though they are being harassed or bullied.
- You should conduct yourself in a manner that does not harm or does not have the potential to harm others. This includes refraining from:

- Abusive or unreasonable conduct e.g. acts of bullying or harassment: including harassment related to the protected characteristics as defined in the Equality Act 2010;
- Physical misconduct e.g. punching, kicking, slapping, biting, pushing or shoving;
- Sexual misconduct (see **Non-Academic Misconduct Policy**);
- Threats of injury or violence upon others;
- Activities which may constitute a hate crime;
- Activities related to the incitement of, or participation in, acts of terrorism;
- Activities that spread misinformation;
- Activities which foster blame narratives.

- Respecting the right of others to hold opinions that are different to your own. The University encourages respectful discourse and discussion. Where there are disagreements or debate, it is expected that students use appropriate language at all times.

Respect for the community

- It is expected that you consult and follow current government guidance and University advice, guidance and regulations relating to Covid-19 including the need to quarantine, self-isolate, or reporting for contact tracing.
- It is expected that you will maintain a physical distance of at least two metres separation between yourself and others in all University premises where it is possible.
- It is expected that you will follow all health and safety practices required or recommended by health professionals such as frequent hand-washing and hand sanitisation.
- It is expected that you adhere to University policies relating to the wearing of face masks.
- It is expected that you behave responsibly within the wider community in which the University operates and follow any local guidelines, e.g. in relation to social gatherings. You should be aware that local police may utilise Section 35 Dispersal Order notifications in relation to large gatherings.

Caring for each other

- You should recognise everyone is an equal member of the community whether teacher, student, administrator, cleaner or security worker. Everyone should be extended the same respect and support.
- It is expected that you should not be judgemental about others – not blame or stigmatised groups or individuals, for example, if they should become unwell with Covid-19 or are not able to follow all protective behaviours due to reasons of disability or medical exemption.
- You are expected to help your fellow students whether on campus, online or in halls, without posing a risk to yourself, especially if they are in difficulties or don't understand procedures. For example, you can offer help by directing your fellow student to the appropriate support service (e.g. the **Hwb** or **Student Services**).

Respect for the University Environment

- You should treat University buildings, property and facilities with respect and refrain from conduct which may damage the University environment.
- You should ensure that any UWTSO equipment or facilities are used appropriately and with due consideration for others (e.g. shared computers or equipment, **IT Acceptable Use Policy**).
- You should show respect for the campus environment (for example by disposing of litter appropriately).
- You should make yourself aware of the health and safety arrangements at the University (for example, the **University Smoking Policy**).
- It is expected that you have your student ID card with you while you are on campus and access University facilities.

uwtsd.ac.uk/quick-links/ 🔍 ☆

🌐 acas 🌐 OECD Labour Force... 📄 Coleg Sir Gar 📄 University of Wales...

NEWS QUICKLINKS CYMRAEG f 🐦 📺 📄 in

Coronavirus (COVID-19) Updates

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

STUDY ABOUT STUDENT LIFE INTERNATIONAL RESEARCH ALUMNI 🔍

[UWTSd Home](#) · Quick Links

QUICK LINKS

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

 STUDENT HWB →	 STAFF AND STUDENTS EMAIL →	 MOODLE →	 STUDENTS' UNION →
 MYTSD →	 CAREERS SERVICE →	 LIBRARY AND LEARNING RESOURCES →	 STUDENT RESULTS →
 MAKE A PAYMENT TO UWTSd →	 SCHOLARSHIPS AND BURSARIES →	 WELSH-ENGLISH / ENGLISH-WELSH ON- LINE DICTIONARY →	 PRINTER CREDIT TOP UP →
			

EV8

moodle.uwtsd.ac.uk

CIPD acas OECD Labour Force... Coleg Sir Gar University of Wales...

My Modules Moodle Archives English (en)

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

Moodle
2020/2021

Home Calendar Email Library MyTSD Hwb Service Desk

Module Search

Go

My modules

CIPD Diploma in Applied Human Resources (CIPDL5-PTCIPD-IDA)

Category: Institute of Management and Health

Course completion

16%

EV9

General

Announcements

Lecturer Contact Details

Julie Thomas

I am available to answer your queries from Monday to Friday, 9am to 5pm in Term Time.

Email: julie.thomas@uwtsd.ac.uk

Telephone: 01792 481000 Ext 3031

Please join our Facebook page (HR Students at UWTSD) and also follow me on LinkedIn as I regularly share articles and other resources that are highly relevant to this programme.



PROGRAMME OF STUDY HANDBOOK

CIPD Diploma in Applied Human Resources

Level 5

INSTITUTE OF MANAGEMENT AND HEALTH

2019-2020 (April Intake)

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INTRODUCTION

This handbook provides you with detailed information about your course, or Programme of Study, and about the modules that will be offered for study at Level 5 in the academic year 2019-2020.

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

The CIPD Level 5 Diploma in Applied HR is a Higher Apprenticeship qualification in HR Management. It is equivalent to the second year of a university degree in the UK.

The Higher Apprenticeship will enable apprentices to develop knowledge and skills in human resource management, while being employed and earning a salary. Employers will have a chance to expand their human resource function and better support their most valuable asset: their people.

The apprenticeship takes two years to complete with apprentices dividing their time between:

- undertaking their role
- being taught on-the-job (e.g. being trained by a manager)
- being taught off-the-job (e.g. attending UWTSO).

On successful completion of the CIPD's Level 5 Diploma in Applied Human Resources candidates are entitled to use the designation AssocCIPD after their name.

CIPD professional membership is recognised globally by employers and could help increase earning potential. The apprenticeship will ensure the student receives on the job training whilst studying so they will acquire the relevant experience and knowledge at the same time; something not all students are fortunate enough to gain.

FEEDBACK

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

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

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

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

SUPPORT DURING YOUR STUDIES

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

EV11

uwtsd.ac.uk/library/

CIPD acas OECD Labour Force... Coleg Sir Gar University of Wales...

NEWS QUICKLINKS CYMRAG

Coronavirus (COVID-19) Updates

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

STUDY ABOUT STUDENT LIFE INTERNATIONAL RESEARCH ALUMNI

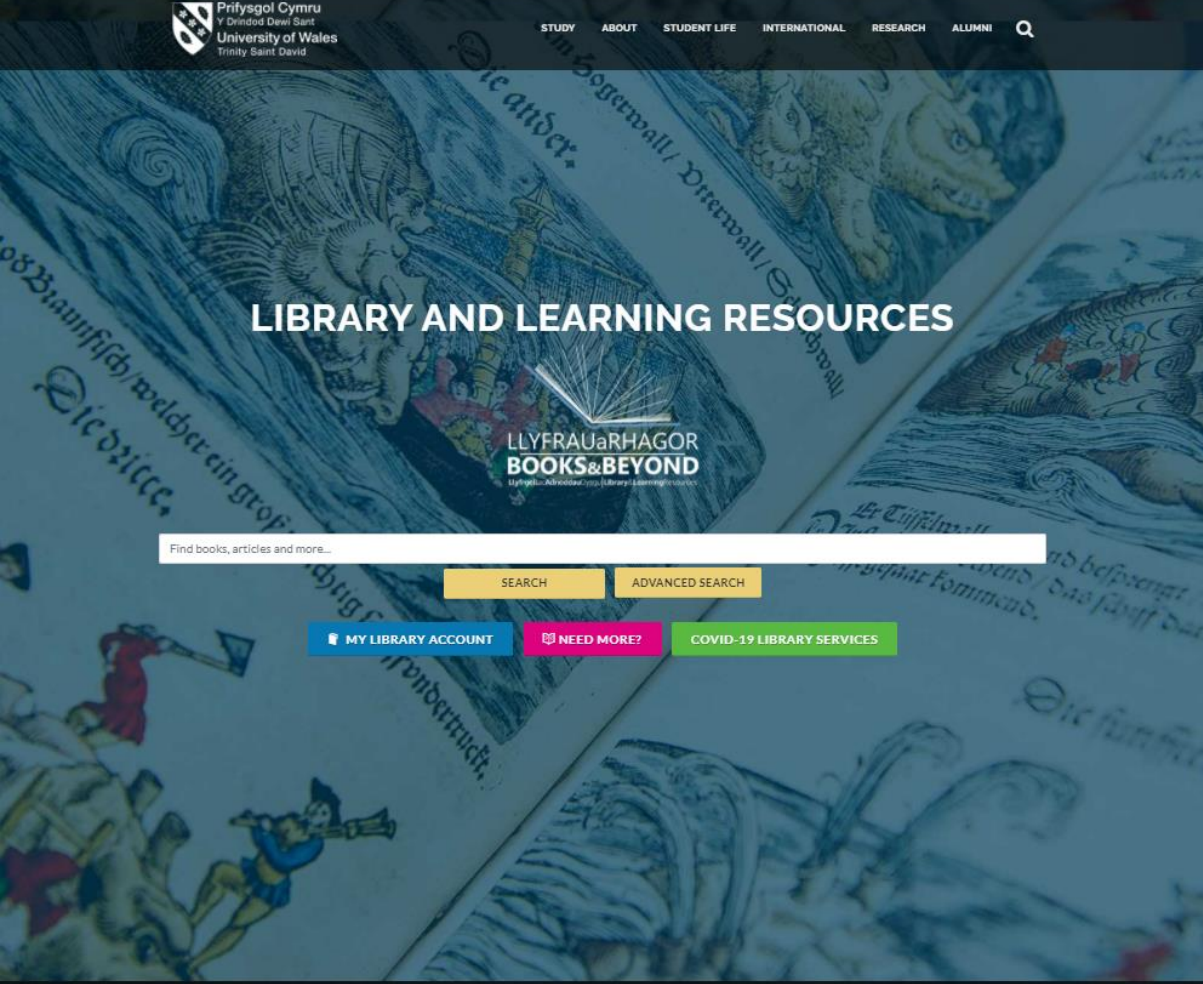
LIBRARY AND LEARNING RESOURCES

LLYFRAUaRHAGOR
BOOKS&BEYOND
Llyfrgell, Adroddiad, 1999 (Library Learning Resources)

Find books, articles and more...

SEARCH ADVANCED SEARCH

MY LIBRARY ACCOUNT NEED MORE? COVID-19 LIBRARY SERVICES



EV12

→ ↻ moodle.uwtsd.ac.uk/course/view.php?id=5464 🔍 ☆ 📧 🌱 ⚙️ 🗨️

Apps CIPD CIPD acas OECD Labour Force... Coleg Sir Gar University of Wales...

Home My Modules Moodle Archives English (en) 🔔 🗨️ Duncan Hook

CIPD Diploma in Applied Human Resources (CIPDL5-PTCIPD-

Resourcing and Talent Planning - Understanding

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.

📄 Assessment Brief	☐
📁 COHORT 3 - May 2020 Workshop information	☐
📁 FINAL YEAR - March 2020 Workshop Information	☐
📄 Research Paper on Retaining Key Talent by Julie Thomas (2018) - Recommended Reading	☐
📄 HR Magazine Article by Julie Thomas (2019) - Retention	☐
🗣️ Blog from David Ulrich on Workforce - worktask planning (2019)	☐

Timetable – CIPD Diploma in Applied Human Resources – Cohorts 3 and 4

Cohort 3 started April 2020

Cohort 4 start September 2020

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
23 rd September 2020	Induction for Cohort 4 only	N/A	N/A	N/A	N/A
30 th September 2020	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 19/10/20 Part Two – 5/7/21	Part One - Written response. Part Two - Research Report.
21 st October 2020	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	4/1/21 plus submission of updated Personal Development Plan in March 2022.	Portfolio of Evidence
25 th November 2020	Understanding the Contemporary HR Function	5CMHR	BMPD5003	1/2/21	Slides and notes pages
December 2020	<i>No workshop – optional tutorials/skills day will be offered instead.</i>				
6 th January 2021	Understanding the Business Context of HR	5CBIC	BMPD5001	1/3/21	Written report, analysis notes
3 rd February 2021	Understanding Employment Law	5CELW	BMPD5004	19/4/21	Written answers to questions
3 rd March 2021	AM: Understanding Employment Law PM: Recap on Research Report	5CELW	BMPD5004	19/4/21	See above
24 th March 2021	Understanding Coaching and Mentoring in the Organisation	5KDCM	BMPD5009	17/5/21	Briefing paper
5 th May 2021	Contributing to Coaching and Mentoring in the Organisation	5ADCM	BMPD5014	5/7/21	Portfolio of Evidence
9 th June 2021	Understanding the Link between Individual and Organisational Performance	5KIOP	BMPD5006	13/9/21	Slides and notes pages
7 th July 2021	Contributing to Improving Organisational Performance	5AIOP	BMPD5012	13/9/21	Portfolio of Evidence

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

Updated 17.4.2020, 8.9.2020.

EV14

Induction Questionnaire

Diploma in Applied Human Resources

April 2020

	Question	Answer
1.	When, where and at what time will the course be delivered?	Wednesdays (various dates on timetable), 9:30am, Microsoft Teams or Carmarthen campus
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	20/4/2020-10/7/2020.
4.	What is Moodle?	Site to access documents reading resources, links, Turnitin etc. for each module
5.	What is Eduroam?	Free on-site WIFI.
6.	What is Turnitin?	Service which allows you to upload a your written assessments. Open until the submission date. Both the standard and draft versions measure a similarity score to help avoid plagiarism.
7.	Do you know when you are required to hand in work?	Yes, it's on my timetable
8.	What are the core texts for this programme?	<i>Studying Human Resource Management</i> – Taylor & Woodhams <i>Human Resource Management</i> – Taylor & Woodhams <i>Introduction to Employment Law</i> – Kathy Daniels
9.	Do you know how to access the library catalogue?	Yes through the website. I have it bookmarked.
10.	Do you know who to go to if you have a question/concern about the course?	Yes, Julie or Student Support Services.
11.	What is the name of the Training Adviser?	Carola Platz
12.	What is the name of the course lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	Yes 450 hours self study
14.	Do you need to be a member of the CIPD?	Yes a Student member
15.	What support is available for study skills?	Workshops TBC
16.	Do you know where the fire-exits and first aid points are for the building?	N/A until September 2020.

17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 years
19.	Do you know where to find the student handbook and timetable? Where?	Yes Moodle
20.	What academic level is this qualification?	Level 5 Diploma

Name: Duncan Hook

Signed: 

CIPD Membership Number:

Signature of Lecturer:

Date:

Applications

- | | |
|--|--|
| ALIS Tests | |
| Appshed | |
| Clickview | |
| Colleg Ceredigion Website | |
| CollegSiŷŷgar Website | |
| Computing MSDMAA | |
| CSG Net Reports | |
| eTrack | |
| Gar i System | |
|  Google | |
| Google Classroom | |
| Google Drive | |
| Helpdesk - My Tickets | |
| Library | |
| Library Catalogue | |
| Moodle | |
| My Files | |
| My Printing | |
| Office 365 | |

Student news 12:2020

HWB SWYDDOL MYFYRWYR: YMA/HERE	NEWYDDION	SWIMPER NADOLIG: Mae'r grŵp Galwedigaethol Lefel 1 yn Aberystwyth wedi trefnu Cystadleuaeth Swimper Nadolig i Ffŷrwy'r a Staff Coleg Ceredigion ar gyfer yr wythnos nesaf ar ddau gampws Coleg Ceredigion - cystadleuaeth ddigidol yn rhedeg drwy'r wythnos gyda gylid enillyr bob dydd! Codir yr arian tuag at Achnub y Plant. YMA
STUDENT JOBS HUB: YMA/HERE	NEWS	CHRISTMAS JUMPER: L1 Vocational Group has organised for next week a Coleg Ceredigion Christmas Jumper Competition for both Ce digital competition running all week with da raised for Save the Children. HERE
Effect of Covid-19 on learners: The covid pandemic has affected life everywhere. We researchers would like to understand more pandemic has had on learners in Wales. Fo is aimed at you if you are a current learner undertaking your learning at AS and A level	Effect of Covid-19 on learners: Mae pandemig y coronafeirws (Covid-19) wedi effaithio ar fywydau pob un o honom. Mae ymchwilwyr Llywodraeth Cymru am ddeall mwy am effaith y pandemig ar ddysgwyr yngNglynnu. Mae'r arolwg wedi'i arleu at y rhai sydd ar hyn o bryd yn ddysgwyr 16 oed neu'n hyn, sy'n	CHRISTMAS JUMPER: L1 Vocational Group has organised for next week a Coleg Ceredigion Christmas Jumper Competition for both Ce digital competition running all week with da raised for Save the Children. HERE
Apple Mac Related E-mail Related Moodle Related Printing Related Wifi Related	Student IT FAQs	» Christian Union - Introductory Meeting. » Student Wellbeing - Library Book of the Month December 2020 » 27/11/2020 - Swyddi Gwag Diweddaraft i Ffŷrwy'r / latest Student Job Vacancies » Swydd Wag / Job Vacancy » Chwilio am waith rhan-amser dros y Nadolig? / Looking for part-time work over Christmas?

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Categories

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FUTURE
IT Helpsheets

My courses

 Application of Number 2015 Info		 Communication (English) 2015 Info	
 Digital Literacy Info			

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Application of Number Assessment

Your assessment result

Name: Duncan Hook

Date completed: 21 Oct 2020

Time completed: 16:56

Your result: Level 3

The results show that you are currently assessed in Application of Number at Level 3.

Your profile

	E1	E2	E3	L1	L2	L3
Application of Number	→	→	→	→	→	→
Using Data	→	→	→	→	→	→
Whole Numbers	→	→	→	→	→	→
Fractions, Decimals and Percentages	n/a	→	→	→	→	→
Measures, Money and Time	→	→	→	→	→	→
Shape, Space and Position	→	→	→	→	→	→
Proportion, Ratio and Scale	n/a	n/a	n/a	→	→	→
Formulas and Equations	n/a	n/a	n/a	n/a	→	→
Statistics and Probability	n/a	n/a	n/a	→	→	→

Key

n/a	These skills are not assessed at this level
→	You have skills at this level
→	This is the highest level at which you have shown skills
	You have not reached this level

https://www.wjessentialskills.com/?q=adv_contentplayer&content_id=es_n_15&route_id=171&lang=&query=%3Ffirst_route%3D11

1/2

You can find out which questions you got right and which you got wrong in your learning record.

Next steps

- You should be able to do an Application of Number programme at Level 3.

Digital Literacy Assessment

Your assessment result

Name: Duncan Hook

Date completed: 12 Oct 2020

Time completed: 20:00

Your result: Level 3

The results show that you are currently assessed in Digital Literacy at Level 3.

Your profile

	E1	E2	E3	L1	L2	L3
Digital Literacy	→	→	→	→	→	→
Digital Responsibility	→	→	→	→	→	→
Digital Productivity	→	→	→	→	→	→
Digital Information Literacy	→	→	→	→	→	→
Digital Collaboration	→	→	→	→	→	→
Digital Creativity	→	→	→	→	→	
Digital Learning	→	→	→	→	→	→

Key

n/a	These skills are not assessed at this level
→	You have skills at this level
→	This is the highest level at which you have shown skills
	You have not reached this level

You can find out which questions you got right and which you got wrong in your learning record.

https://www.walesessentialskills.com/?q=adv_contentplayer&content_id=es_dj&route_id=164&lang=&query=%3Ffirst_route%3D11

1/2

Next steps

- You should be able to do a Digital Literacy programme at Level 3.
- Your learning plan can help you improve your skills in these areas:
 - Digital Creativity

Communication (English) Assessment

Your assessment result

Name: Duncan Hook

Date completed: 20 Oct 2020

Time completed: 20:25

Your result: Level 3

The results show that you are currently assessed in Communication (English) at Level 3.

Your profile

	E1	E2	E3	L1	L2	L3
Communication (English)	→	→	→	→	→	→
Speaking and Listening	→	→	→	→	→	→
Reading	→	→	→	→	→	→
Read and understand words	→	→	→	→	→	→
Read and understand text	→	→	→	→	→	→
Read text to find information	n/a	→	→	→	→	
Writing	→	→	→	→	→	
Write relevant and appropriate text	→	→	→	→	→	
Spell correctly	→	→	→	→	→	→
Punctuate correctly	→	→	→	→		
Use correct grammar	→	→	→	→	→	→

Key

n/a These skills are not assessed at this level

→ You have skills at this level

https://www.walesessentialskills.com/?q=adv_contentplayer&content_id=es_l_15&route_id=170&lang=&query=%3Ffirst_route%3D11

1/2



This is the highest level at which you have shown skills

You have not reached this level

You can find out which questions you got right and which you got wrong in your learning record.



To be completed by the provider

This agreement made on 21/04/2020 (date Apprenticeship commences)
 between Jo Pugh Davies (the employer representative)
 of Pembrokeshire County Council (the name of the company)
 at County Hall, Haverfordwest, Pembrokeshire (the address of the company)
 and Duncan Hook (JP633433B) (the apprentice and N.I number) and
 _____ (the delivering provider) and
 _____ (the contracted provider) to study
 _____ (specify skill, trade or occupation of the Apprenticeship) following the
 _____ Apprenticeship Framework* at current level _____, expected to progress
 to level _____. Expected final completion date is _____. Hourly rate of pay at start of
 Apprenticeship is _____.

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

All parties agree that

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

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

The employer: Pembrokeshire County Council Date 19/11/2020
 The apprentice: [Signature] Date 30/10/2020
 The provider: _____ Date _____
 The provider: _____ Date _____
 (if different from the provider delivering the apprenticeship)

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



colegsirgâr





colegceredigion

CONTRACT BETWEEN PLACEMENT EMPLOYER AND B-WBL

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

PEMBROKESHIRE COUNTY COUNCIL (Employer's Name)

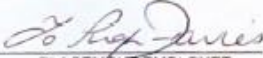
in respect of work-based training for:

DUNCAN HOOK (Learner's Name)

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

- This contract shall take effect as from the date of exchange of signed copies of the Learning Agreement.
- All financial arrangements and hours of work between the Approved Trainer, Employer and the Learner shall be detailed in writing.
- It shall be the responsibility of the employer to pay the Learner an agreed wage as detailed in a contract of employment complying with the national minimum wage.
Coleg Sir Gâr will pay the Trainee a maximum training allowance of £ 30 / £ 50 per week (Delete as appropriate)
- It shall be the responsibility of the placement employer to take necessary steps for securing the health, safety and welfare and ensure equal opportunities for all learners participating in the elements of the learning programme provided by the placement employer to the extent and in the same manner as an employer is required to carry out under all current employment legislation for example, Health and Safety at Work Act 1974, and the Equality Act 2010. This is not an exhaustive list.
- It shall be the responsibility of the placement employer to ensure that at all material times there are in force policies of insurance, that include public liability insurance and employer liability insurance in respect of all learners. Such policies shall afford at least an equivalent degree of cover to the policies maintained by the placement employer in respect of liability for accidents, damage, loss or injury caused by, or to, its own employees. It shall be the responsibility of the placement employer to ensure adequate supervision of learners.
- Where a learner is injured, it shall be the duty of the placement employer to immediately notify Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN Tel: 01554-748000, and enforcing authorities as appropriate.
- It shall be the responsibility of the placement employer to carry out workplace training, which includes induction to the workplace, health and safety, equal opportunities and support towards the relevant qualification. The employer agrees to release the learner(s) for all the off the job training requirements.
- It shall be the responsibility of the placement employer to sign the attendance records (if applicable)
- It shall be the responsibility of the placement employer to satisfy the criteria of the Welsh Governments Health and Safety checklist (VF1) and to supply the learner with the relevant personal protective equipment (PPE).
- The placement employer will permit access to the Coleg Sir Gâr - Coleg Ceredigion Training Adviser and/or NVQ Assessor to monitor, review or assess the learner's progress and to up-date the Health and Safety checklist on a regular basis. **The employer will give Training Advisers and Assessors access to Wifi facilities to undertake digital assessments and reviews according to Welsh Government programme requirements.**
- The Placement employer will permit access by officers of The Welsh Government and E.S.T.Y.N. to monitor training provision.

Signed and a copy received by:


PLACEMENT EMPLOYER

TRAINING ADVISER

Date: 19/11/2020

Date: _____

Mae'r Rhaglenni Prentisiaeth, Hyfforddysiaeth 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.
Prifathro Andrew Cornish Prif Weithredwr/Chief Executive, Coleg Sir Gâr, Graig Campus, Sandy Road, Pwll, Llanelli, SA15 4DN
☎01554 748000

Confidential

EV22



FW: Rolling Ad Report



Performance of Social Worker Rolling Ad 2019.docx
46 KB



Rolling Ad stats.xlsx
17 KB

From: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>

Sent: 15 October 2020 15:15

To: Pugh-Davies, Joanne <Joanne.Pugh-Davies@pembrokeshire.gov.uk>

Subject: Rolling Ad Report

Hi Jo, I hope you're well.

I've pulled that data I talked about into a brief report on the success/opportunities of the rolling ad and others during the last year and a half.

As I mentioned, the results show the rolling ad didn't perform well but also highlights how it wasn't really given a chance to.

I think this will be useful when making your case to Darren for a unified approach.

Thanks,
Duncan

Duncan Hook

Senior HR Assistant

Pembrokeshire County Council

County Hall

Haverfordwest

SA61 1TP

07776 747340

EV23

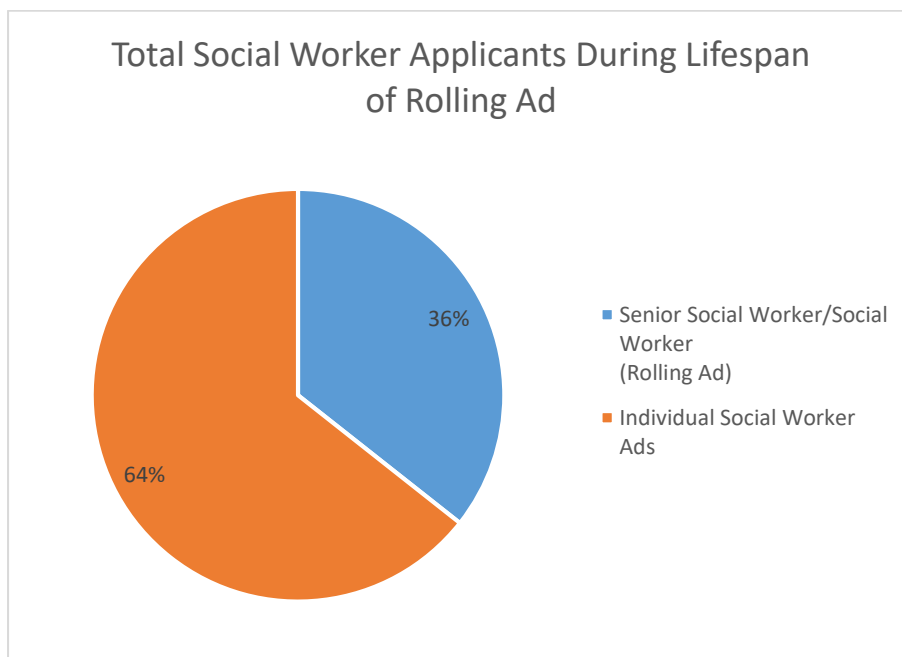
Performance of Social Worker Rolling Ad 2019-20

As we are now at the point of closing the Rolling Advert for social workers and looking to relaunch with a new strategy, I wished to review the performance of the advert over the time it has been open to see whether it would point the way forwards for advertising for Children's Social Worker posts.

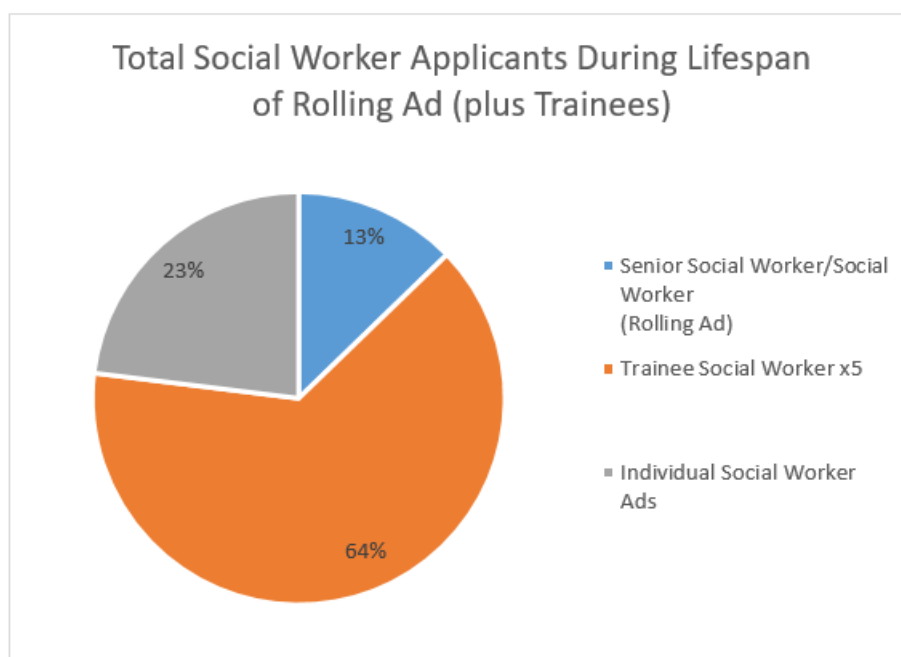
The rolling advert was open from 13/05/2019 for a total of 516 days. The intention of this advert was to have a clear destination for potential applicants while also giving us a bit more control to see where a candidate may fit within the service. It advertised for Social Workers and Senior Social Workers in both Adult's and Children's services. After it launched the ad was left on the PCC recruitment site and checked regularly by the recruitment team for applicants. During that time, it received 31 applicants.

During this time span, we separately advertised a range of other Social Worker posts. The first just over a month later on the 19/06/2019. According to managers within these areas, they either were unaware of the rolling advert, didn't want to rely on it as they felt the applicants were less engaged

or wanted to give additional push to the area they were advertising for. During the lifetime of the rolling ad, 56 individuals applied for these posts.



In addition to these adverts we also advertised for 5 Trainee Social Worker posts which received 156 applicants which obviously dwarfs the results for already qualified applicants.



Looking at the stats (provided as Appendix), it's clear that the performance of the rolling ad has been poor but it has also been hampered by some direct competition with other adverts launching in the same window and poor visibility. There were also comments from managers that the rolling ad was

seen as a bit of dead end for candidates as there was no deadline to apply and no clear process of having this checked.

As there is still an appetite from Jon and Darren to have a rolling advert for Social Workers I think we need to insist that no other adverts run at the same time as this does deliver a confusing message. We have also discussed that the ad running for Adult's and Children's is too broad and results in applicants confused at what they are applying for these will be separated from now on.

After brainstorming solutions these are the recommendations:

- Enforce the rolling advert as the only way to apply for SW roles
- Refresh advert more regularly so it doesn't become stale – update wording or simply just re-upload
- Look into alternative methods to promote the rolling advert (digital, social media etc.)
- Develop a more timely, consistent approach to screening candidates

And, in addition:

- Revisit the potential for additional trainee social workers due to the great response

EV24

Advertised Post	Open Date	Closing Date	Days Open	Total Applicants
Senior Social Worker/Social Worker (Rolling Ad)	13/05/2019	10/10/2020	516	31
Senior Social Work Practitioner - Team Around the Family	19/06/2019	03/07/2019	14	4
Social Worker - Children with Disabilities	05/07/2019	19/07/2019	14	1
Trainee Social Worker x5	26/07/2019	11/08/2019	16	156
Social Worker - Family Pl	31/07/2019	14/08/2019	14	4
Social Worker x2 - Mana	07/08/2019	21/08/2019	14	3
Social Worker/AMHP - C	12/08/2019	15/09/2019	34	2
Social Worker - Child Car	06/09/2019	22/09/2019	16	2
Senior Social Work Pract	12/09/2019	04/10/2019	22	5
Social Worker - Corporat	01/10/2019	06/01/2020	97	1
Social Worker & Recruitm	08/10/2019	20/10/2019	12	0
Social Worker - Adult So	15/10/2019	26/04/2020	194	11
Senior Social Work Pract	18/10/2019	03/11/2019	16	1
Social Worker x1 - Contin	22/10/2019	06/01/2020	76	2
Social Worker x1 - Contin	25/10/2019	03/02/2020	101	4

EV25



Hook, Duncan



Mutter, Darren

1

11/11/2020

Children's SW Rolling Ad Text

 Rolling advert text.docx
.docx File

Hi Darren, I hope you're well.

When you get a chance could you take a look at the proposed text for the rolling ad?

I've deliberately tried to keep it fairly brief but if you have any suggestions for a sentence or two on the work that the Children's teams do then I'm open to them.

Regards,
Duncan

Duncan Hook
Senior HR Assistant
Pembrokeshire County Council
County Hall
Haverfordwest
SA61 1TP
07776 717348
Duncan.Hook@pembrokeshire.gov.uk

EV26

Children's Services - Social Workers / Senior Social Workers

We are seeking qualified and experienced Children's Social Workers and Senior Social Workers to join Pembrokeshire County Council's teams within the Social Services and Housing directorate. We have opportunities across a range of roles offering permanent, fixed term and temporary contracts with a variety of options for flexibility.

Joining the Pembrokeshire team now would provide many opportunities to bring new ideas, develop in different ways professionally, and to contribute directly to the work to promote a culture of continuous improvement, reflection and learning.

We provide a supportive working structure across all of our social care teams, ensuring you have all you need to perform to the best of your abilities, whilst doing a job you love.

For any queries regarding available opportunities please contact: [Jo or Duncan email]

As well as a supportive management team the following is just a taster of the range of benefits of joining the PCC team:

- Generous Annual Leave of up to 30 days
- Membership of the Local Government 'career average' defined benefit pension scheme
- Flexible and agile working
- Access to discounts on a range of products, services and attractions
- A wide range of resources to support your health and wellbeing, including a professional in-house occupational health service and access to counselling services
- Generous occupational maternity and paternity pay plan, on top of statutory benefits
- Professional registration fees reimbursed
- Generous relocation package up to GBP 8,000 - which could include for example rent in lieu of a planned house purchase, removal and storage fees and legal/mortgage arrangement fees for house purchase.
- Salary sacrifice schemes

Roles with the Childcare Assessment and Children in Need teams are also eligible to receive a Market supplement payment of £3,000 per annum and a Golden Hello Incentive – please contact the recruitment team to find out more. The Golden Hello incentive applies to candidates who are not currently employed by Pembrokeshire County Council.

This post is subject to the Rehabilitation of Offenders Act (Exceptions Order) 1975 and as such it will be necessary for a submission for Disclosure to be made to the Disclosure and Barring Service (formerly known as CRB) to check for any previous criminal convictions.

Professional Registration: Successful applicants will be required to be registered as a social worker with Social Care Wales prior to taking up their post and to be able to provide evidence of this.

We request that all applicants submit online applications. If you are unable to do this, please contact the Recruitment Administrator as early as possible on 01437 776358.

Additionally, if you have any further needs or require any further support in the recruitment process please get in touch on 01437 776358 or by emailing recruit@pembrokeshire.gov.uk

If you are an existing user, please ensure you are logged in to your account prior to starting an application form.

Welsh language skills are desirable.

Applications may be submitted in Welsh and will not be treated less favourably than applications submitted in English.

Social Worker Rolling Ad - Meeting

File Meeting Insert Format Text Review Tell me what you want to do...

Cancel Meeting Actions Appointment Scheduling Assistant Tracking Show Join Skype Meeting Options Skype Meeting Teams Meeting Meeting Notes Contact Attendees Address Book Check Names Response Options Attendees Show As: Busy Reminder: 15 minutes Recurrence Time Zones Room Finder Categorize Tags

No responses have been received for this meeting.

To... Whitney, Dilys

Subject Social Worker Rolling Ad

Location Skype Meeting Rooms...

Start time Mon 16/11/2020 14:00 All day event

End time Mon 16/11/2020 14:30

Hi Dil, I hope you're well.

If you have some time spare I'd like to talk you through the way we're hoping to relaunch the social worker rolling adverts. We shouldn't need too long but I want to make sure I have time to cover all the detail.

Would this time work for you?

Have a lovely weekend.

Duncan

Duncan Hook
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07776 717219

In Shared Folder Calendar - Duncan.Hook@pembrokeshire.gov.uk

**Rolling Social Worker Ad**

Hi both, thank you for meeting with me to discuss a relaunch of the rolling advert.

Aside from some technical hitches at the end I'm hoping we covered everything. Please let me know if there were any queries with this system. Here's where we landed:

1. I will send advert text, translation cost code, recruiting manager to you in the next few days. This will post as soon as everything is ready with a closing date of 1st of January 2021. **Once this posts please send notification with links to me and Coleen to initiate social network/Indeed post.**
2. Jo or I will sort through applications and service managers will interview shortlisted candidates
3. A duplicate ad (with something to differentiate) posts on 1st of Jan with a closing date of 1st of Feb. This gives us time to sort through the applicants from the first ad.
4. When second ad closes the first ad republishes with a new closing date of March 1st – process rolls from there.

I hope this makes sense. If there is anything that won't work at a system level then please let me know.

Thank you again for your support,
Duncan

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EV29



Hook, Duncan

Clarke, Emma

23/11/2020

CIN Social Workers x2

Recruitment

Jo's Areas



Hi Emma, I hope you're well.

The ad we currently have open for 2x CIN Social Workers is due to close end of day Wednesday but hasn't performed well so far. The only applicant at this stage is lacking social worker qualification.

I would like to extend this advert for a couple more weeks and accompany this with a more aggressive push on social media and job sites. Would you like to do this asap or wait until the ad closes? There may be last minute applicants (or interested parties that you know of) so you may wish to wait.

Let me know what you think. I'll be available tomorrow if you wanted to discuss anything.

Thanks,
Duncan

Duncan Hook

Senior HR Assistant

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07776 717348

Duncan.Hook@pembrokeshire.gov.uk

EV30



RE: Online push for social worker posts

Hi Duncan,

No problem at all ☺ – how much are you looking to spend on each channel?

Thanks

Coleen

From: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>

Sent: 26 November 2020 11:14

To: Pearce, Coleen <coleen.pearce@pembrokeshire.gov.uk>

Subject: Online push for social worker posts

Morning Coleen, I hope you're having a good week!

Would you have the scope to look at getting some online presence for the below Job ad? This is an advert for two social worker post was due to be the last before we move to the rolling ad project we discussed last week.

This one hasn't performed very well so we'd like to give it another couple of weeks with an online push on LinkedIn, Facebook and Ir if possible. The cost code for this is **RC01- 18102-151**. The links are here:

https://jobs.pembrokeshire.gov.uk/tlive_webrecruitment/wrd/run/ETREC107GF.open?VACANCY_ID%3d731023EdhK%1BU&WVID=7472197Xwc&LANG=USA

https://jobs.pembrokeshire.gov.uk/tlive_webrecruitment/wrd/run/ETREC107GF.open?VACANCY_ID%3d731023EdhK%1BU&WVID=7472197Xwc&LANG=cym

Please let me know if you need any more information.

Thanks for all your help,
Duncan

Duncan Hook

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Duncan.Hook@pembrokeshire.gov.uk

EV31



RE: Online push for social worker posts

Yes that sounds great Coleen if you could go ahead with those.

Thanks for your help,
Duncan

Duncan Hook
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Duncan.Hook@pembrokeshire.gov.uk

From: Pearce, Coleen <coleen.pearce@pembrokeshire.gov.uk>
Sent: 26 November 2020 13:40
To: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>
Subject: RE: Online push for social worker posts

How about £50 for LinkedIn and then £25 each for Indeed and Facebook?

From: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>
Sent: 26 November 2020 13:37
To: Pearce, Coleen <coleen.pearce@pembrokeshire.gov.uk>
Subject: RE: Online push for social worker posts

Hi Coleen, thank you for coming back to me.

I'm not sure on the costing for these sites. I don't think we need to do anything too expensive as it will all be helpful in getting word out there.

Would you be able to make a suggestion?

Thanks,
Duncan

Duncan Hook
Senior HR Assistant
Pembrokeshire County Council
County Hall



Hook, Duncan

* Pugh-Davies, Joanne

27/11/2

FW: CIN Social Workers x2

Recruitment

Jo's Areas

Fyi. This is what we did for CIN and I'll recommend the same for CPT.

Duncan Hook

Senior HR Assistant

Pembrokeshire County Council

County Hall

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Duncan.Hook@pembrokeshire.gov.uk**From:** Hook, Duncan**Sent:** 27 November 2020 09:32**To:** Clarke, Emma <Emma.Clarke@pembrokeshire.gov.uk>**Subject:** RE: CIN Social Workers x2

Morning Emma,

Sorry meant to get in touch sooner but to keep you in the loop, the advert for CIN Social Workers has been extended to the 9th of December and posted to the following locations:

- **We Care Wales** (to go live this morning)
- **LinkedIn Jobs** - <https://gb.linkedin.com/jobs/search/?trk=bingjobs&keywords=facebook%20social%20worker&location=Wales¤tJobId=2307849357&redirect=false>
- **Indeed** - <https://www.indeed.co.uk/Social-Work-jobs-in-Pembrokeshire?advn=5745915986119482&vjk=a1af2cd74223dec1>
- **Facebook Jobs** (couldn't find the link myself as I deleted Facebook but assured it's there)

You may wish to have some staff also share these posts if they know anyone suitable. Other departments have had some success with this.

Thanks, have a great weekend.

Duncan

Duncan Hook

Senior HR Assistant

Pembrokeshire County Council

County Hall

Haverfordwest

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07776 717348



Hook, Duncan

Pugh-Davies, Joanne

08/12/20

RE: FPT social workers x2

Thanks Jo,

Thanks for this I'll speak to Heledd – should we run these as well as the Rolling?

That's disappointing that CIN and CPT aren't doing well as we did quite a big push for those (4 additional ads each) there's always the chance we get some last minute as well. Myself and Coleen had a long discussion about advertising the rolling ad last month and she's ready to support with a social media/advert push every month. If there's more you wanted to discuss then I'll organise a call.

I'm told Rebecca has a contact in Randstad who she can share but I'm just waiting to get that name and I'll call them asap. Unless you have a contact or I can just blind call.

Thanks,
Duncan

Duncan Hook
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From: Pugh-Davies, Joanne <Joanne.Pugh-Davies@pembrokeshire.gov.uk>
Sent: 08 December 2020 09:28
To: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>
Subject: FW: FPT social workers x2
Importance: High

Morning Duncan

Can you link in with Heledd please to discuss this recruitment. I had a quick look at the other vacancies open in CIN and CPT and it isn't looking very hopeful! Once those have closed it might be worth doing one big push with the rolling advert over the Christmas period and see what Colleen can do to support this. Would you be able to set up a quick meeting between us and Colleen so that we can chat it through? I am mindful that we are doing lots of adverts and it doesn't seem to be attracting anyone here. Did you also manage to speak to Randstad about the option of recruiting permanent staff here?

Can we pick up on Thursday?

Thanks
Jo

EV34

Building Maintenance Absence Report - Recurring Event

File Recurring Event Insert Format Text Review Tell me what you want to do...

Save & Delete Close Forward Appointment Scheduling Assistant Skype Meeting Teams Meeting Meeting Notes Invite Attendees Show As: Free Recurrence Time Zones Categorize Private High Importance Low Importance

Subject: Building Maintenance Absence Report

Location: Thornton Depot

Recurrence: Occurs the third Thursday of every 1 month(s) effective 15/10/2020

Pull Building Maintenance two days beforehand (Reminder set)
Meet with Russell and Phil during day spent at Depot

EV35

To... James, Emma; Drummond, Richard; Cox, Kerry; Wheatley, Jacqueline; Robinson, Helen;

Subject: Improving Absence Tracking

Location: Skype Meeting Rooms...

Start time: Tue 10/11/2020 15:30 All day event

End time: Tue 10/11/2020 16:00

Hi all,

After our discussion the other day round challenges we've been having with keeping up to date records of Absence reporting, I thought it would be useful for us to meet to brainstorm some ideas for some new tools that would help.

I hope this time works for everyone!

Thanks,
Duncan

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[Join Skype Meeting](#)

In Shared Folder Calendar

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Employee Numbr	Employee Name	Job Title	Short Term	Absence Start Date (for Long)	Welfare Meeting	Long Term Meeting	Stage 1 Informal Short Term	Stage 1 Review Meeting	Stage 2 Formal Short Term	Stage 2 Review Meeting	Stage 3 Formal Short Term	Stage 3 Review Meeting	Stage 4 Formal Short Term	OH Dates	Notes	Line Manager	
1																	
2																	
3	021222	Redacted	Carpenter	ST											Currently on 16 days absence: check if implicated as bad back - mental health, marriage breakdown - SAP 1? - LEAVE	Redacted	
4	026714	Redacted	Mason	ST											Currently on 16 for a bad back 14/02 to 08/03/2020 Diagnosed with MS - review twice a year - Set reminder for August 15th for review 2 - 1 F&AF	Redacted	
5	036502	Redacted	Carpenter	ST											Stress/Anxiety since 19th August 2020 - Any contact made? Sick note to 4th November - uncontrollable to send letter - Peter to send note	Redacted	
6	020450	Redacted	Plumber	ST											47 days since mid August - musculoskeletal/neurology issues - previously implicated as caring for husband - No end date	Redacted	
7	114037	Redacted	Handiperso n/Trades	ST											48 Days headache migraine? - No end date	Redacted	
8	107037	Redacted	Plumber	ST											21 days since 25th August 2020 - Back issues - No end date	Redacted	
9	114300	Redacted	Electrician	ST											20 days since 28th of August 2020 - Eye problems - No end date	Redacted	
10	020694	Redacted	Handiperso n/Trades	ST											31 days since 24th August - Back problems (previously ring fenced) - len gillib's RTW copy her and us in.	Redacted	
11	021214	Redacted	Handiperso n/Trades	Other											Stress off until the end of the month - 07506 151392 - Phil to call - welfare meeting? Capability, Welfare is stage 1 - continue Long term - how many people like him? - Phil to hold meeting can Russa attend?	Redacted	
12	026933	Redacted	Carpenter	LT											Accident off for 65 days since 7th of July - ankle operation swimed next week getting a boot on crutches - worried about working in the office - welfare meeting - sick note?	Redacted	
13																	
14																	



From: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>

Sent: 10 November 2020 16:46

To: Cox, Kerry <Kerry.Cox@pembrokeshire.gov.uk>; James, Emma <emma.james@pembrokeshire.gov.uk>; Robinson, Helen <Helen.Robinson@pembrokeshire.gov.uk>; Drummond, Richard <Richard.Drummond@pembrokeshire.gov.uk>; Wheatley, Jacqueline <Jacqueline.Wheatley@pembrokeshire.gov.uk>

Subject: Improving Absence Reporting

Hi all, again thanks for attending the meeting this afternoon.

I think this was really helpful in us understanding what is getting in the way of recording absence data consistently. We agreed that with each of us pulling reports for about 1000 staff each we need robust processes for this to be effective.

After the brainstorming we did we found some common ground and some new observations about the process.

Our main problems with our current trackers:

- Hard to fill in when having a conversation with a manager
- Requires too much information / but at the same time needs to contain all the information for accuracy
- Difficult to be interpreted by managers/HR Advisers
- Different service areas have different trackers so it doesn't feel comfortable to work the same way

Some features which would help:

- Colour coding for ease of visibility (for managers)
- Checkboxes to ensure letters are being completed on time
- Flag long term absence which needs review process to start

There is a bigger conversation to be had about how consistently we work. It makes it difficult to hand over service areas if we all do things differently.

I agreed to work on a new template for absence tracking which we can look to roll out in the new year. I'll start that next week and aim to have it to you by the end of November for review.

Thanks again,
Duncan

Duncan Hook
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Duncan.Hook@pembrokeshire.gov.uk



FW: New Absence Tracker



New Absence Template.xlsx
 .xlsx File

From: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>

Sent: 27 November 2020 14:54

To: Cox, Kerry <Kerry.Cox@pembrokeshire.gov.uk>; James, Emma <emma.james@pembrokeshire.gov.uk>; Robinson, Helen <Helen.Robinson@pembrokeshire.gov.uk>; Drummond, Richard <Richard.Drummond@pembrokeshire.gov.uk>; Wheatley, Jacqueline <Jacqueline.Wheatley@pembrokeshire.gov.uk>

Subject: New Absence Tracker

Hi all, I hope this finds you well.

As promised, please find a new version of the Absence Report Tracker based on the ideas we came up with in our meeting earlier this month.

There are a few features which I wanted to highlight to you:

- New structure which puts the key details about each case at the beginning of each row – this should be much easier to fill in during a conversation with a manager or when you're reading a report
- Drop downs lists for easy visibility of which stage of the process each employee is at
- Information tracking the progress of a case is further along each row should help as you'll only see it if you need to
- Formula which highlights when a Long Term review is required
- Separated out Long Term and Short term absence into different sheets as the work flow is quite different

I did attempt to use check boxes but had a nightmare with the formatting so instead it's a drop down that says 'Y' or 'N' if a task is completed.

Please get in touch if you have any questions or feedback. If we're planning on rolling this out in January I hope to know about any changes I need to make in the next couple of weeks.

Thanks,
 Duncan

Duncan Hook
 Senior HR Assistant
 Pembrokeshire County Council
 County Hall
 Haverfordwest

Long Term Absence - XXXXX																
Employee Number	Employee Name	Line Manager	Welfare Meeting	Invite	Outcome	OH Referral?	Date - Stage 1 Informal Meeting	Invite	Outcome	Date - Stage 2 Formal Meeting	Invite	Outcome	Date - Stage 3 Formal Meeting	Invite	Outcome	Outcomes

Recruitment Stats**Key for Facebook stats**

Reach	Number of people that saw the post appear on their newsfeed
Engagement	The number of people engaging with the post through comments, likes, shares and clicking a link for more info
Total likes	Number of likes left on a post
Total comments	Number of comments left by people on the post
Total shares	Number of times the post was shared to people's newsfeed

Broadband engagement Officers x4**Facebook (paid for ad)**

Reach	Engagement	Comments	Likes	Shares
34,731	4,896	88	136	86

SQL Database Administrator**Facebook (not paid for)**

Reach	Engagement	Comments	Likes	Shares
7,994	627	2	9	23
3,840	137	2	1	3
1,675	15	0	0	0

Indeed (paid for ad)

Click throughs to PCC website	648
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Linkedin (paid for ad)

Views	114
Apply clicks	17

Refuse/Recycling Loader Drivers

Facebook (not paid for)

Reach	Engagement	Comments	Likes	Shares
17,531	2,031	11	41	97

Indeed (not paid for)

Click throughs to PCC website	1,156
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Family Placement Officer

Facebook (not paid for)

Reach	Engagement	Comments	Likes	Shares
5,569	538	2	2	9

Indeed (not paid for)

Click throughs to PCC website	1,160
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Home Care Support Workers x10

Facebook (paid for – still running)

Reach	Engagement	Comments	Likes	Shares
8,559	473	2	35	45

Indeed (paid for ad – still running)

Click throughs to PCC website	865
-------------------------------	-----



Hook, Duncan

Hook, Duncan

14:

RE: Recruitment Stats**From:** Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>**Sent:** 19 November 2020 13:41**To:** Pugh-Davies, Joanne <Joanne.Pugh-Davies@pembrokeshire.gov.uk>**Subject:** FW: Recruitment Stats

Hi Jo, I hope you're well.

I've had the attached engagement stats from Coleen for the recruitment ads we've run online so far. Obviously this is just the start but she feels she will be able to do this for us again over the next few months to get a better understanding of the impact with a particular focus on the children's service jobs.

It's quite varied data she sent through but it is helpful to see how many people are seeing the ads, clicking on them and sharing them.

The paid for ads haven't always been the most fruitful. The Family Placement Officer was very popular with 46 applicants in the end and this had no paid for advertising. In contrast the database admin roles had 3 applicants the first time round while paying for ads on Indeed and LinkedIn had a huge impact leading to 24 applicants.

It will take some experimenting to see which roles will benefit from this push so we don't waste money on unnecessary advertising. As we are experimenting with a few techniques here is there any way of us tracking where applicants are coming from?

Thanks,
Duncan

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Duncan.Hook@pembrokeshire.gov.uk

EV43



Hook, Duncan

 Hook, Duncan

RE: Recruitment Stats

From: Hook, Duncan
Sent: 19 November 2020 15:50
To: Pugh-Davies, Joanne <Joanne.Pugh-Davies@pembrokeshire.gov.uk>
Subject: RE: Recruitment Stats

Thanks Jo,

Yes I'll get in touch with Alex about reinstating the question.

DH

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Duncan.Hook@pembrokeshire.gov.uk

From: Pugh-Davies, Joanne <Joanne.Pugh-Davies@pembrokeshire.gov.uk>
Sent: 19 November 2020 15:32
To: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>
Subject: RE: Recruitment Stats

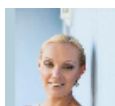
Hi Duncan

Thanks for sharing.

Yes agreed we could do with getting a bit more information on the positions we are particularly struggling with.

We used to ask applicants how they had discovered the job at the end of the application form but the question was removed for some reason. Alex will be able to help you there.

Thanks
Jo



Pearce, Coleen

 Hook, Duncan

16/11/20

RE: Home Care Support Worker Ads

Julia's Areas

Jo's Areas

No problem

Yep that sounds like a good plan 😊

From: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>
Sent: 16 November 2020 10:26
To: Pearce, Coleen <coleen.pearce@pembrokeshire.gov.uk>
Subject: RE: Home Care Support Worker Ads

Thanks Coleen, these look great! Very exciting work going on.

Definitely think this could be good for social workers too. Once the rolling ad has launched maybe we could look at something like this for the new year?

Thanks again for all your help,
Duncan

Duncan Hook
 Senior HR Assistant
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 SA61 1TP
 07776 717348
Duncan.Hook@pembrokeshire.gov.uk

From: Pearce, Coleen <coleen.pearce@pembrokeshire.gov.uk>
Sent: 16 November 2020 09:41
To: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>
Subject: Home Care Support Worker Ads

Hi Duncan,

Lovely to chat earlier. As discussed these are the digital assets we are currently using for Home Care Support worker ads – just to give you an idea of what we could do for social care workers

Will get some stats over to you regarding – Indeed, LinkedIn and Facebook in the next couple of days

Cheers

Coleen

Coleen Pearce

Digital Marketing Officer/Swyddog Marchnata Digidol

A recruitment poster with a red background. In the top left, there is a green ribbon-like graphic with a white circle containing a grey dot. Below it are three small circles in orange, grey, and teal. The main title 'LOOKING FOR A CHANGE?' is in large, bold, white capital letters. Below the title, the text 'Join our expanding in house Community Well-being and Independence Team working across Pembrokeshire!' is written in white. The bottom half of the poster features a close-up image of two hands, one older and one younger, clasped together. At the bottom, a green banner contains the hashtag '#WECAREWALES' in white capital letters.

LOOKING FOR A CHANGE?

Join our expanding in house **Community Well-being and Independence Team** working across Pembrokeshire!

#WECAREWALES



Applicant data question

From: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>

Sent: 03 December 2020 14:10

To: Peach, Alex <Alex.Peach@pembrokeshire.gov.uk>

Subject: Applicant data question

Afternoon Alex,

Thanks for the chat earlier to discuss adding a question back into the job application form to ask applicants how they found out about the position. As we are using a few different approaches to gain interest it would be good to know what is working.

The question can be as simple as:

Where did you hear about this position?

With multiple choice answers:

- **PCC Site**
- **LinkedIn**
- **Indeed**
- **Facebook**
- **Contact within PCC**
- **Other (please specify)**

I would love to also find out what sort of analytics we can pull from Trent on this question or whether it will be a manual process.

Thanks again for your help,
Duncan

Duncan Hook

Senior HR Assistant

Pembrokeshire County Council



Hook, Duncan

 Hook, Duncan

11

FW: Absence Building Maintenance**From:** Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>**Sent:** 16 December 2020 15:53**To:** Allen, Julia <Julia.Allen@pembrokeshire.gov.uk>**Subject:** Absence Building Maintenance

Hi Julia,

I had a good conversation today with Phil and Russ about the issues we've raised with absence management in building maintenance.

The problems highlighted were:

- Lack of consistency – some staff on triggers investigated while others not
- Perceived lack of care highlighted by Willie Scott and Ian Stevenson recently due to delay on welfare/review meetings

A lot of this seems to come from historical culture where the team see absence reviews as punitive rather than supportive. We agreed the following:

- Investigate/review all staff triggering for absence
- Ensure we approach from a supportive position not just operational
- Work on a way to communicate this change to the team moving forward

We also agreed to review the use of automated system for reporting absence as there does seem to be a disconnect between staff and managers. As agreed we will start to implement these changes from January using the new tracker and meeting monthly with Russ and Phil.

Thanks,
Duncan

Duncan Hook

Senior HR Assistant

Pembrokeshire County Council

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Duncan.Hook@pembrokeshire.gov.uk



Hook, Duncan

☐ 'sheree.jermin-rees@randstad.co.uk'

09/12/202

Recruiting Children's Social Workers

Good morning Sheree, I hope you're well.

My colleague in Pembrokeshire Council, Rebecca Noyce, has shared your contact details as I had some queries to make regarding recruitment support.

I recall that Randstad can assist with recruitment and, as we are looking at different options for recruiting Social Workers in the Children's Service, I wondered if you would be able to provide some general information regarding rates and the services you offer.

Thank you for your help and let me know if you require any more detail.

Regards,
Duncan

Duncan Hook

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Richard French <richard.french@randstad.co.uk>

Hook, Duncan

09/12/2020

Randstad Care

i Follow up. Start by 09 December 2020. Due by 09 December 2020.

You replied to this message on 09/12/2020 19:25.

Click here to download pictures. To help protect your privacy, Outlook prevented automatic download of some pictures in this message.

Hi Duncan,

THanks for your time earlier and apologies for the late reply via email.

What i've thought might be best is to test the waters with our database and see if there's any candidates who'd be interested in working in Pembrokeshire on a permanent basis. This should give us some indication of what chances we'd have filling any permanent jobs with you at present.

My thoughts behind it are fairly simple - I wouldnt want to commit a fee or price and then not be able to come up with the goods.

Is this ok with you?

Once i've got an idea of what it looks like for us candidate wise I can put them cv's in front of you. We could then talk about fixed fees or perhaps fee's based on percentages of salaries.

Kind regards,

--

Richard French CertRP
Senior Key Accounts Consultant

Randstad Care
Capital Tower,
Floor 7,
Greyfriars Road
Cardiff,
CF10 3AG

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T +44 (0)2920 877510
richard.french@randstad.co.uk



Carers Information.pdf
.pdf File



Time Off and Special Leave Policy.pdf
.pdf File

Hi Mary, thanks for your email.

There is dependent care leave which is available for anyone with a manager's consent. Any proof that is sufficient for a manager to be aware of the situation is suitable. This is unpaid however so this wouldn't be ideal if your colleague is likely to need a long period of time away from work.

The time can be granted but we wouldn't pay for this. This is detailed under the 'Unpaid Leave' section of the policy attached. The time off is really intended to be there to organise provisions for the care of the dependent not to be a carer long term.

If your colleague has leave they can take half days if required or explore flexible working options with their manager – splitting shifts for example could be a solution for a period of time.

There's lots to discuss here. I'm happy to talk it through with their manager next week if that works.

Thanks,
Duncan

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From: Davies, Mary <Mary.Davies@pembrokeshire.gov.uk>
Sent: 20 November 2020 16:16
To: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>
Subject: RE: Surveyor

Hi Duncan

On a different note I wonder if I can ask your advice on something...

A colleague's daughter has been diagnosed with Guillain-Barre Syndrome and is having immunoglobulin treatment. It is a very rare diagnosis and my colleague needs to take time off to care for her daughter as the illness affects the person's ability to move.

My colleague is one of the new starters so probably won't have much leave – is there time off for carers at all? What documentation would she need to provide – hospital letter?

Mary Davies FCCA

EV51

 You haven't sent this meeting invitation yet.

 Send	To...	 <u>Hitchings, Claire</u>		
	Subject	Absence Reporting		
	Location	Skype Meeting		Rooms.
	Start time	Thu 07/01/2021 	14:00	☐ All day event
	End time	Thu 07/01/2021 	14:30	

Good morning Claire, I hope you are well.

As you will be aware, I will be supporting with the Absence review process for Housing In the New Year.

I'd like for us to meet when we return in January over Skype so that we can review any current cases you have and determine the cadence that these reporting meetings will take. I meet with Managers in my other areas every month but I'm aware that isn't what you're used to with Kerry so happy to do what you feel is best.

I couldn't see if you're available on your calendar so I hope this date/time works for you.

Thanks,
Duncan

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Hook, Duncan

 Hook, Duncan

Absence Procedure 2021

From: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>

Sent: 19 December 2020 16:33

To: Murray, Russell <Russel.Murray@pembrokeshire.gov.uk>; Marchant, Phil (T&E Maintenance) <Phil.Marchant@pembrokeshire.gov.uk>

Subject: Absence Procedure 2021

Hi both, I hope you're well.

As discussed last week, I am planning to implement a more consistent approach to absence management with Building Maintenance from the new year.

My experience over the past few months has been that almost all short term absence cases have been ring-fenced due to not wanting to be seen to "punish" staff or create a sense of mistrust with them when they are unwell. My concern is that this has led to a lack of welfare support for staff and this is supported by some recent cases when staff have said the same. Getting away from staff seeing Absence reviews as punitive action and instead feeling supported when it comes to sickness absence is the aim here.

Put simply this means that from January 2021 any staff triggering on Absence will be scheduled a short term absence review within a month of the trigger. These triggers are:

- 10 days absence within a rolling calendar year
- 3 instances of sick within 3 months
- If you identify a pattern of absence (eg. Sick before and after holiday, Fridays sick)

If this leads to any pushback then I am happy to support your teams can be assured that this is all in line with our current Absence Procedure Policy:

Policy Statement

It is the policy of the Council to ensure and encourage the regular attendance at work of all its employees and to institute fair, effective and consistent arrangements for dealing with absence. The Authority wishes to identify the causes of absence in order to assist its employees and shall endeavour to create a healthy and supportive working environment conducive to high levels of attendance.

This will be enabled by:

- ensuring that all employees understand and follow sickness reporting rules
- conducting return to work discussions with employees
- considering 'reasonable adjustments' for employees with long term health conditions
- monitoring absence levels and taking action at the specific trigger points
- discussing work and family life balance

Please let me know if you have any questions or feedback as there will be a period of transition here and I don't want to cause any confusion.

Thanks,
Duncan

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EV53



Hook, Duncan

☐ James, Emma

Recruitment Process / Advertising

 As the meeting organizer, you do not need to respond to the meeting.

When 06 November 2020 10:00-11:00

Location Skype Meeting

Prompts:

- What do recruitment need from us?
 - Financial Approval (form)
 - Cost Codes
 - HRA Approval
 - Job Description
 - Advert Text(s)
- Advert text examples/brainstorm
- Rolling ad? Neighbouring Authority strategy
- Digital Marketing

[Join Skype Meeting](#)

Trouble Joining? [Try Skype Web App](#)

[Help](#)



Hook, Duncan

James, Emma

2

08/12/20

RE: Social Worker - Generic Adults JD (E).docxEnglish Rolling Children's Social Worker FINAL Ad.docx
.docx FileWelsh Rolling Children's Social Worker Ad FINAL.docx
.docx File

Morning Emma,

I can't recall what I sent you last month but here is the rolling ad we've settled on for Children's approved by Darren. Once completed you may wish to get some feedback from Rebecca or Jason and approval before you send off to Welsh translation.

The cost code for translating this would be: **MS11- 31246-207**

The cost code for online advertising for this is: **MS11- 18102-207** (we can discuss this in our meeting tomorrow)

Let me know if you need anything else today,
Duncan

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Hi there Heledd,

Jo Pugh Davies and I would like to meet with you in the coming week to introduce HR support and begin to look at Absence management in your area.

Is there a day next week which would be best to do this? If not I'll just check your calendar.

Thanks,
Duncan

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EV56



FW: SW starters/leavers

Jo's Areas



Exit Interview Questionnaire TEMPLATE (Nov19).docx
.docx File

Hi Emma,

Have you been sending out Exit Interview questionnaires? The employee who has resigned is in the Mental Health & Substance Mis-use team. I assume that falls under your area but tell me if I'm wrong.

Don't worry if you don't normally do them but if you get a response please send to Gill Henton.

Thanks,
Duncan

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EV57



Hook, Duncan

Marchant, Phil (T&E Maintenance)

1

Long Term Absence Review - SJ

As the meeting organizer, you do not need to respond to the meeting.

Attached



SJ LAR1 Invite.pdf
.pdf File

When 08 December 2020 10:00-11:00, (03-December-2020-10:00-11:00)

Location Thornton - PM to book room

Hi Phil,

As I haven't had confirmation from you for this meeting I have had to move it to the following week to give us clearance for 7 days notice.

Please confirm today if the new day/time works for you and I'll get the invite sent off.

Again, have you or Russ had a chance to speak with Shawn? Given that he is citing mental health as the reason for absence I would advise regular contact to show you have been supporting him.

Thanks,
Duncan

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EV58



Hook, Duncan

 Davies, Mary

01/12/

RE: Meeting Prep

Duncan.Hook@pembrokeshire.gov.uk

From: Davies, Mary <Mary.Davies@pembrokeshire.gov.uk>
Sent: 01 December 2020 12:00
To: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>
Subject: RE: Meeting Prep

Hi,

Yes, a brief catch up before the meeting would be good – shall we say 12.45pm?

Thanks,

*Mary Davies FCCA
Principal Accountant / Prif Gyfrifydd*

From: Hook, Duncan
Sent: 01 December 2020 11:55
To: Davies, Mary <Mary.Davies@pembrokeshire.gov.uk>
Subject: Meeting Prep

Hi there Mary, I hope you're well.

Would you like to catch up briefly before the Absence review with JQ today? I know we'd agreed that I would hold the meeting while giving you room to speak.

If there's anything else you wanted to talk about beforehand then I'm happy to call.

Thanks,
Duncan

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Hook, Duncan

 Williams, Heledd

24/11/20

RE: Advice re: interview

Hi Heledd, thanks for your email.

Why couldn't they attend today?

Part of our current guidance is to offer virtual if a candidate is uncomfortable due to COVID. I think in many ways it's up to them as they are technically at a disadvantage (video interviews can be harder).

Would you feel ok doing a virtual interview? If you decide to go ahead you can send them a Skype meeting request and they will access as a guest.

I hope that helps,
Duncan

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From: Williams, Heledd <Heledd.Williams@pembrokeshire.gov.uk>

Sent: 24 November 2020 14:55

To: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>

Subject: Advice re: interview

Hi Duncan,

I wonder if you could please advise.

I have been interviewing today for a post within our team. One of the applicants emailed me this morning to say that they were unable to attend and they have requested a virtual interview tomorrow. Is this something we must offer for equal opportunity purposes?

Many thanks,
Heledd

Heledd Williams
Rhelowr Tim/Team Manager
Tim Lleoli Theuloedd/Family Placement Team
Cyngor Sir Benfro/Pembrokeshire County Council
Phone: 01437 774650
Ext.: 6021
Email: heledd.williams@pembrokeshire.gov.uk

Stay Safe  Cadwch yn ddiogel



Hook, Duncan

Young, Rhian

15/12/

RE: Criteria at interview.doc

Hi Rhian,

If you're thinking of going a bit more general in the interview then questions like the first two are good.

I was thinking based on your requirements below it may be worth focussing in on these as competencies and asking for examples. Some ones that come to mind are:

- Her ability to learn on the fly
- Experience with standing alone
- Experience with conflict management

Let me know if you'd like me to ask any questions in the interview or just observe. Happy either way.

Thanks,
Duncan

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From: Young, Rhian <rhian.young@pembrokeshire.gov.uk>

Sent: 15 December 2020 09:51

To: Bevan, Laura <Laura.Bevan@pembrokeshire.gov.uk>; Davies, Jill (Legal) <Jill.Davies@pembrokeshire.gov.uk>; Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>

Subject: Criteria at interview.doc

Hi all

These are the questions that were used when we recruited Jade last time. I might alter them a bit. It might be a bit cruel as last time we knew both candidates had quite a bit of experience in this.

I think I'm more concerned this time with having someone who can learn fast, can deal with repetitive tasks, keep on top of the admin and is pretty tough! Tall order?

Lau – has she even agreed to attend? Ta.

Rhian

EV61



Hook, Duncan
RE: Interview

Young, Rhian

17/12/2020

Hi Rhian,

Let me know if you wanted to talk it through any more. I think she has potential but I think you will need to consider whether you will be in the place as a team to train her.

Thanks,
Duncan

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From: Young, Rhian <rhian.young@pembrokeshire.gov.uk>
Sent: 16 December 2020 15:04
To: Hook, Duncan <Duncan.Hook@pembrokeshire.gov.uk>
Subject: Interview

Hi Duncan

I don't know if we'll have a decision today. Apart from briefly at lunchtime when I was in a meeting, Claire's been offline all day so I haven't been able to get hold of her.

Rhian

EV62

TAKE A STUDENT ASSESSMENT

Select the areas you want to assess yourself against by clicking on the areas. Areas shaded in colour are completed assessments.



EV63

8 - 14 December 2020 Dinas, Pembrokeshire Today 52° F / 46° F Tomorrow 50° F / 42° F Th 44° F				
TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8	9	10	11	12
Payroll closes				
5		Letters		
6	HR Catch Up: Skype Mee		CPD Review Time	
7				
8				
9				

Job Description

Job Title:	Senior HR Assistant	Job ID/ Post ref:	PS064
Directorate:	Corporate	Role Profile:	BS3S
Service Area:	Human Resources	Grade:	7
Reporting to:	HR Advisor	Date of Issue:	Sept 2019

Job Purpose:

- To provide effective advice to managers on a range of employee relations and case-related activity under the supervision of the HR Advisor in line with our terms and conditions, policies, procedures and legal obligations.
- To monitor and facilitate absence management for a designated area to improve attendance and to support and develop managers to successfully manage absence issues.
- To provide all aspects of HR Administration

Principal duties and responsibilities:

1. Ensure absence management is dealt with in a timely and consistent manner by managing:
 - a. Absence policy alerts
 - b. Absence monitoring recording
 - c. Return to work interview monitoring
 - d. Providing template letters with advice notes
 - e. Line manager action and compliance reporting
 - f. Email Push Reports to designated recipients
2. Support managers to carry out effective absence review meetings by acting in an advisory capacity, under the guidance of the HR Advisor.
3. Gather and accurately record all relevant information in respect of an employee's circumstances in order to effectively manage absence and to enable the authority to evidence that reasonable steps have been considered and explored.
4. To oversee a caseload in an efficient, timely and effective manner, ensuring compliance with policies, procedures, practices and legislation.
5. Provide advice and guidance to managers across the full range of Employee Relations policies including disciplinary, grievance and capability under the direction of the HR Advisors.
6. Support line manager in Occupational Health and wellbeing service referrals and advise managers on return to work and phased return practices.
7. Provide support for reasonable adjustment diagnostics.
8. HSE individual case specific diagnostic on the stress management standards
9. Where a breakdown in workplace relationships is cited, support in undertaking workplace investigations including providing mediation interventions
10. In conjunction with Occupational Health liaise with relevant employee support agencies (i.e. Macmillan, Bereavement services)

11. Provide advice and guidance on difficult and complex individual cases, including termination of employment. 12. Support HR Advisor with line management coaching on absence and employee relations management. 13. Support the provision – alongside the HR Advisor - of an effective and efficient HR advisory service on all HR matters and working within the relevant Schools Service Level Agreement. 14. Develop constructive working relationships with Managers, Trade Union representatives and employees and have the ability to manage challenging and sensitive situations effectively. 15. To assist in the recruitment, selection and promotion of employees in line with policy and procedure when required. 16. Provide support to HR Assistants in all aspects of transactional HR Administration. 17. Ensure that employee records, including electronic personnel files via Info@Work are maintained to set standards. 18. Maintain data on the HR Database iTrent, inputting information on new and existing employees, and ensure that the database remains accurate and reliable. 19. To contribute to the continuous improvement of HR systems and practices.		
Relationships: Responsibility for People – Supervision/Management:		
1. The post will report to the HR Advisor 2. There are no direct staff reports 3. Provide proactive support to colleagues within the wider HR team and across the Authority		
Impact and Advising: Decision making, Planning requirements and Procedural context:		
1. You will be working within prescribed policy, under the guidance of HR Advisors, but you will be expected to contribute to the development and improvement of transactional HR workflows and administration generally, within the HR service.		
Relationships: Communication / Nature of Contacts:		
1. Provision of HR advice and guidance to managers, school leaders / Headteachers with responsibility for staff 2. Communication with Occupational Health to ensure the effective management of absence and employee medical issues 3. Work collaboratively with peers to ensure best practice is upheld		
Job Working Environment:		
1. Office based, with travel to other work locations being a general feature of the job		
Person specification – Qualifications, Knowledge, Experience & Skills:	Essential	Desirable
1. CIPD Level 5 or equivalent HR experience is essential	√	
2. Able to demonstrate strong customer service skills	√	
3. Ability to confidently challenge current ways of working and influence and encourage change	√	
4. Ability to demonstrate a good understanding of essential employment law and best practice guidance to give advice about legal rights and remedies.	√	
5. Clear and confident communicator (verbal and written)	√	
6. Proficient IT user (to ECDL or equivalent standard).	√	
7. Knowledge of HR IT systems	√	
8. Must be well organised, capable of planning and prioritising own workload and to work unsupervised.	√	
9. Attention to detail and a high degree of accuracy	√	
10. Flexible approach to duties. Must be able to work on own initiative and perform effectively under pressure.	√	

11.Must understand the importance of confidentiality and discretion in handling HR information. 12.Proven ability to work effectively in a team to achieve performance measures. 13. Welsh language	√ √	√
General Responsibilities:		
Corporate: To actively support and ensure compliance with the Safeguarding Policy, Health & Safety Policy, Equal Opportunities Policy and Data Protection Policy. You may be required to undertake such other duties as may reasonably be required of you, commensurate with your grade or general level of responsibility within the organisation.		
Author:	C Evans	



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 category:

Total number of V s circled =	3
Total number of A s circled =	6
Total number of R s circled =	4
Total number of K s circled =	8

Fill in the questionnaire online at <http://vark-learn.com/the-vark-questionnaire/> to find out your VARK learning preference.

This document must not be published on the Internet – instead please suggest people download the latest version from the vark-learn.com website.

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Kinesthetic Strategies

Key words:

senses, practical exercises, experiences, examples, case studies, trial and error.

Description:

This preference uses your experiences and the things that are real even when they are shown as images and on screens.

People with a Kinesthetic preference prefer:

- autobiographies and documentaries
- applications before theories
- demonstrations followed by applying what they have learned
- talking about *real* things in their life,
- their own experiences over the experiences of others
- doing things with others; action; making things happen
- physicality
- practical problems and problem solving techniques
- finishing tasks
- outcomes that can be measured
- being part of a team
- being valued for their experiences
- people who can apply their ideas
- people who are *concrete, relevant, down-to-earth*

To take in information:

- use all your senses – sight, touch, taste, smell, hearing...
- use hands-on approaches
- read case studies
- watch videos, especially those that show real things
- look at exhibits, samples, photographs....
- attend laboratory and practical sessions
- use surveys, field trips and interviews
- use recipes and solutions to problems

Privacy • Terms

- take notice of real-life examples and personal stories
- look for examples of principles
- learn by trial and error
- look for opportunities to apply what you have learned
- use actions to help your understanding

To present information to others:

- Focus on the "real" things that happened; reality is what is important.
- Use plenty of examples when you talk, discuss, present or write.
- Use your previous experience as the basis for any decision-making.
- Use case studies and applications to help with difficult principles and abstract concepts.
- Get others to focus on the detail. Use detail to argue against principles or abstract ideas.
- Stay in *this world* and in *this time*, **Now** is where you want to be.
- Be aware that others may NOT have a Kinesthetic preference like you, so respect their differences. Find the preferences of those you are presenting to, and learn to be multimodal and deliver something in their preferred modes.

In education:

- Your notes may be poor because the topics were not "concrete" or "relevant". So expand them into a learnable package. Then reduce them from three pages down to one page.
- Put plenty of examples into your notes and answers.
- Remember the "real" things that happened. Search for the reality and the applications of ideas.
- Go back to the laboratory or your laboratory manual or your practical notes. Recall the experiments and field visits where you learned.
- Find pictures and photographs that illustrate an abstract idea, theory or principle.
- Talk about your notes with another person with a Kinesthetic preference.
- Use previous exam, assessment and test papers.
- Role-play the test situation in your own study room.
- You want to experience the exam so that you can understand it; recall previous examinations, especially those where you did well.

In the workplace:

- Use role-plays to get your ideas across.
- Use simulation techniques.
- Recall past examples and performances.
- Recall the exact things that happened; the experiment, the journey, the incident, the client, the customer and the facts.
- Emphasize: *Practice, Practice, Practice*.
- Review videos and demonstrations of practical action.
- Base your ideas on your experience and your examples and applications.
- Demonstrate the "How"
- Use trial and error as a way to show others.

Your Quote: *"The very first priority is to apply it, practice it and make it work."*

Your Style: You want more experiences so you can understand things. The ideas on this page are only valid if they sound practical, real and relevant to you. You need to do things to understand.

[Privacy](#) • [Terms](#)

Your Leadership: is based on action, personal examples and role modelling. *"Follow me and I will show you what we can achieve."*

Feedback: is based on face-to-face discussions with examples of projects showing success or failure.

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

LEARNING STYLES - GENERAL DESCRIPTIONS

Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to centre all activities around themselves.

Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

Theorists

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

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: 'There is always a better way' and 'If it *works* it's good'.

° Honey and Mumford 1986

Development plan

NAME:	Duncan Hook	MEMBERSHIP NUMBER:	5665008X
COVERING THE PERIOD FROM:	01/11/2020	TO:	25/03/2022

Plan to develop confidence to have influence and impact in my role. Primary function of my working role is to manage Absence levels and I hope to use this tool to gain skills that will allow me to not just respond to issues that arise but to strategise and develop solutions for the long term

What do I want/need to learn? (Areas pulled from CIPD HRPM)	What will I do to achieve this? (Achievable Goal)	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion	Assessing and reflecting
Professional Area (Core): Insights Strategy and Solutions					
Learn about specific external factors which impact the Pembrokeshire County Council – political, economic, social, technological, legal, environmental	Meet with Manager to discuss viable options for people I can meet with which will help me reach this goal	Line Manager Jo Pugh Davies to meet with me 14 th November 2020	To come away from the meeting with clear next steps to get closer to developing his knowledge	14 th November 2020	This meeting was postponed to 4 th of December but was helpful in identifying people I can approach for information and set up meetings with – this will be better to approach in early 2021.
	Read through latest CIPD Survey results – are there any trends that will affect PCC?	CIPD website	Identify at least 3 trends	Jan 2021	
	Meet with Workforce Planning Officer (Gill Henton) to discuss external factors which impact Talent Planning	None – organising call via Skype	To understand the impact on diversity? Which areas are we struggling in?	Feb 2021	
	Meet with finance officer Richard Scalisi to talk about Brexit and Coronavirus impacts on council	None – organising call via Skype after financial year closes	To understand the financial year ahead. How can HR assist?	April 2021	
Learn to collect and analyse data combined with insights about the organisation to identify	Read through the Behaviour Standards publication from PCC	None – document already made available to me from Cathy Evans	To understand key priorities for the upcoming year to understand areas which could be analysed	Jan 2021	
opportunities for improvement.	Explore 'People and Analytics' factsheet and supporting docs from CIPD	CIPD website access	Uncover approaches to collect and analyse HR data	Jan 2021	
	Develop Questionnaire for Research project	Arranging access to staff to interview/question	Sign off from manager on appropriateness of questionnaire	Beginning Jan 2021	
Learn to develop reports on the efficiency of HR Programmes and Projects – making recommendations based on data collected	Meet with HR Chief Officer Cathy Evans to discuss useful areas for analysis and reporting	Meeting in person 14 th November 2020	Identify an area of research which would be both beneficial to PCC and accessible in terms of data	Nov 2021	Useful meeting which helped me determine my Research Project and uncover options I have for accessing data for reporting
	Request feedback on current status of Research Report from my line manager	Meet in person or skype	Understand how report could be received by stakeholders	March 2021	
	Completion of Research Report and further request for feedback from HR Chief officer	Meet in person or skype	Feedback will help form future reports for PCC	July 2021	
Professional Area: Employee Relations					
Develop understanding of relevant current local employment law and discrimination law in order to understand employee relations priorities for PCC.	Completion of Employee Relations Module of Level 5	Module begins in September 2021	Successful completion of module	October 2021	
	Completion of Understanding Employment Law Module of Level 5	Module begins in February 2021	Successful completion of module	April 2021	
	Review Learning against PCC Policies.	Policies available on PCC intranet	Understand if there are any opportunities available for improvement? Are we at risk?	Nov 2021	
Developing relevant ER documentation, ensuring all contractual/legal documents and templates are in line with current legislation.	Meet with peers to gather feedback on current Absence Policy	Organise meeting over Skype	To brainstorm problems identified within the current policy	March 2021	This meeting was postponed to 4 th of December but was helpful in identifying people I can approach for information and set up meetings with – this will be better to approach in early 2020 as Financial team are busy/starting holidays in December

	Request feedback from Managers outside of HR on the current Absence policy	Request through my monthly Absence meetings with managers (all in April)	To brainstorm problems identified within the current policy	April 2021	
	Meet with peers to brainstorm potential solutions to problems previously identified in Absence Policy (including learning from Employment Law module)	Organise meeting over Skype	To come up with at least 5 improvements that could be made to a revised policy	May 2021	
	Make suggestions to improve policy to HR Chief Officer Cathy Evans	Cathy has already asked me to look at this (with outside perspective, current CIPD learning and what I learned at Apple)	Present revisions to HR Chief officer Cathy Evans	September 2021	
Support and coach HR colleagues and managers in understanding and complying with ER policies and practices.	Create regular cadence with Managers I support to meet and specifically talk about Absence	Meetings set up with Outlook (to be on Skype for foreseeable)	Regular meetings set up	December 2020	Regular meetings organised and agreed upon by managers in all areas
	Meet with colleagues to discuss consistency and aligning of approach to absence	Meeting over Skype 10 th November	Brainstorm results of problems and solutions	November 2020	Great conversation came up with some solutions beginning with new reporting document we can all use
	Create new tracker document for absence recording and reporting to managers	None	Delivery of new tracker (gather feedback)	December 2020	Completed and launching in January
	Begin to align Building Maintenance with consistent approach with a policy reset communication	Meeting over Skype, approval from Manager	Agreement, implementation of new approach	January 2020	Agreed and starting in February
	Long term goal: Align all areas with consistent approach	Meetings over Skype, approval from Manager	Agreement, implementation of new approach	September 2020	
Behaviour: Decisive Thinker					
Gathering relevant information from multiple sources, analyse and critique it before making decisions.	Read through latest CIPD Survey results – what are the relevant HR areas I should be gathering information on?	CIPD website	Identify suitable areas for research	Jan 2021	
	Request feedback from managers I support on my use of information to make decisions	In monthly catch ups around Absence	Identify weaknesses in decisions that can't be supported	March 2021	

Compare and contrasts situations and information, identifying patterns and trends which inform subsequent decisions	Request feedback on how I have presented data and analysis	Request from line manager for data presented in last few months	Develop clear next steps from feedback	Jan 2021	
	Ongoing - Start to get in the habit of using justification for decision making – not just base on experience	None	Less pushback for decisions made	July 2021	
	Continue analysis of performance in Recruitment activity monitoring on a monthly basis	Analytic data from Digital Marketing – Recruitment data from JTrent	Identify solutions to improve advertising social worker posts	Jan 2021 (bi-monthly ongoing)	
Identify the most suitable analytical tools or data gathering approaches according to the specific context.	Read through latest CIPD Survey results – are there any recurrent information sources I can replicate?	CIPD website	Identify at least 3 sources of information to analyse	Jan 2021	
	Meet with HR System administrator Alex Peach to discover methods for analysing data within PCC	Meet with Alex on Skype	Understand data sources within PCC	Feb 2021	
Behaviour: Skilled Influencer					
Take steps to understand and consider the diverse opinions of involved parties ahead of a proposal.	Meet with Manager to discuss viable options for experiences which will help me reach this goal	Line Manager Jo Pugh Davies to meet with me 14 th November 2020	To come away from the meeting with clear next steps to get closer to developing his knowledge	14 th November 2020	This meeting was postponed to 4 th of December but was helpful in identifying people I can approach for information and set up meetings with – this will be better to approach in early 2020 as Financial team are busy/starting holidays in December
	RESEARCH REPORT : Using the head and heart at work: a business case for soft skills	Available online	Gain better understanding of how to approach these situations	Feb 2021	
	Long term goal - Use evidence to make a case and influence.	TBD	TBD	September 2021	
Learn to address potential and anticipated reactions and resistance by using a flexible	Look at influencing styles questionnaires. Starting with Harvard Business Review article https://hbr.org/2012/01/whats-your-influencing-style	Online resources	Discover if I have a Push or Pull approach	Feb 2021	

communication and influencing approach.	Interview peer who is good at influencing – Kerry Cox	Meet in person or Skype	Discover what works for her.	April 2020	
	Interview peer who is good at influencing – Rebecca Noyce	Meet in person or Skype	Discover what works for her.	April 2020	
Tailors communications to appeal to, include and engage different audiences.	Review CIPD Factsheet: Writing a persuasive business report	CIPD website	Review again to uncover approaches to attempt in written communication and translate into verbal	Jan 2021	
	Diary Document any negative responses to my communications over a period of time	Email and Skype	Uncover areas where I haven't been understood or have failed to have my point taken seriously. Why?	June 2020	

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