Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice

Activity 1: The Components of a Specific HR Career Development Programme

Student Name: Melanie Gough
Student Number: 1910141
CIPD Membership Number: 54660544

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

Signed: 

Date: 09/01/2020

I am studying the Level 5 Diploma in Applied Human Resources, which is a Higher Apprenticeship qualification in Human Resource Management. The course is awarded by the Chartered Institute of Personnel and Development (CIPD) and delivered in partnership with Coleg Sir Gâr (CSG) and University of Wales Trinity Saint David (UWTSD). This means, that I am a student of the UWTSD and CSG and have a contract of learning with each institution. Workshop delivery takes place once per month during term time at the Pibwrlwyd campus, Carmarthen.

The two-year programme consists of 16 modules; made up of 5 core modules, 6 knowledge-based modules and 5 competence-based modules. The core modules include topics such as Developing Professional Practice in Human Resources and Understanding Employment Law, while the knowledge-based and competence-based modules include topics such as Understanding Employee Engagement and Contributing to the Management of Change.

As a student I have joined the CIPD as a student member. Upon successful completion of the programme, I will become an associate member of the CIPD, which is a professional level of membership, carrying the AssocCIPD title. *CIPD Student Membership (EV 1)*

The Programme Handbook is an excellent source of information for anyone on the programme. It details the modules of study and the programme structure along with contact details and web addresses to access additional useful information. *Programme Handbook (EV 2)*

The Module Directory accompanies the Programme Handbook and is a detailed directory of all modules of study across all programmes of study within the UWTSD. *Module Directory (EV3)*

The apprenticeship programme is fully funded by the Welsh Government, through the European Social Fund. Coleg Sir Gâr is a member of the B-Wbl Consortium, which is a collection of training providers, led by Pembrokeshire College who collaborate to provide training across Wales.

An apprenticeship is a work based programme that will allow me to develop my skills and knowledge through a mixture of on-the-job and off-the-job training. With support from my supervisor, on-the-job training will allow me to demonstrate and develop my knowledge and skills in human resource management, while working in a HR role. Off the job training will involve attending workshops, completing online learning and undertaking self-directed study. Methods of assessment include submission of a range of assignments, projects, case studies, reports and presentations. In order to satisfy the requirements of the apprenticeship programme, I will have to provide evidence including workplace observations, witness testimonies and written assessments.

The course timetable is scheduled for two academic years, commencing September 2019 and finishing May 2021. The course timetable details the modules that will be taught during the workshops and the method of assessment and submission deadline dates for each of the taught modules. This allows me to plan and manage my own workload in order to meet the deadlines. *Programme Timetable (EV 4)*

The CIPD Diploma in Applied Human Resources is a 90-credit qualification. Each module on the programme has a credit value, along with the guided learning hours and self-directed learning hours expected for each module.

It is estimated that I will spend 900 hours of learning to complete this qualification, which include guided learning hours, self-directed learning, preparation and assessment as well as taught sessions.

In order to manage my learning effectively and efficiently, I need to attend the monthly workshops, complete activities in my learning plan and read and prepare for my assessments. *Managing your learning document (EV 5)*

As part of the course induction, I was issued with an induction questionnaire to complete. The induction questionnaire asks questions which are designed to confirm my knowledge and understanding of the programme, such as the term dates and the core text required for the programme. *Induction Questionnaire (EV 6)*

The UWTSD has a Student Code of Conduct which sets out the standards and behaviours that all students mare expected to adhere to. It outlines examples of the different types of unacceptable behaviour that will amount to a breach of discipline. The Student Code of Conduct also complements the Student Charter which explains the mutual expectations of the University its students and the Student Union.
The UWTSD Student Code of Conduct (EV 7) and Student Charter (EV 8)

The CIPD has a Code of Professional Conduct. The Code of Professional Conduct document sets out the standards and behaviours that all members must adhere to. The standards apply to all CIPD Members equally, regardless of their level of membership. These obligations are grouped under four principles:

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

The CIPD Code of Professional Conduct (EV 9)

The Student Hub is a digital dashboard where I can access all the essential information and support needed while studying through the UWTSD, such as access to emails, Moodle, the online Library and the IT Helpdesk. *Student Hub (EV 10)*

Moodle is a virtual learning environment (VLE) used for open-source learning, blended learning and distance learning. Within Moodle, I am able to access all of the course information and learning resources for my course. *Moodle (EV 11)*

The library catalog is an online library and learning resources service that holds a database of materials and learning resources, including e-books, e-journals and online newspapers held by the library. I can search in the library catalog for textbooks and other materials available for me to complete my course. *Online Library (EV 12)*

The IT Helpdesk is an online IT help and reporting tool that is available 24 hours a day, 7 day a week. As a distance learning student, I am unlikely to require use of this resource to its fullest. However, this is where I can access help to reset my password and check availability of computers on campus if required. *IT Helpdesk (EV 13)*

There are also other student services available on the Student Hub, such as academic support, financial support, student life, the Student Union and health and wellbeing. *Student Services (EV 14)*

As a distance learning student studying at undergraduate level, there is a lot of support and resources available to help e while studying. The Distance Learning Guide provides additional information about the various procedures, regulations and support systems within the University specifically for distance learners. *Distance Learning Guide (EV 15)*

It is important that the Distance Learning handbook is referred to alongside the Undergraduate Student Guide. The Undergraduate Student Guide provides students in

taught degree programmes information about various procedures and regulations within the University. The guide also signposts learners to other sources of information that are important to the learning experience. *Undergraduate Student Guide (EV 16)*

The Undergraduate Student Guide makes reference to the Academic Quality Handbook (AQH). The AQH is a manual of good practice, used as reference source that outlines the principles, guidelines and procedures that apply to all academic activities such as the University's Academic Committee Structure, the Student Disciplinary procedure and the Admissions policy. It is the expectation that all of these principles, guidelines and procedures are observed. The AQH also mentions the UWTSD's mission, values and strategic priorities for 2017 – 2022. *Academic Quality Handbook (EV 17)*

The course information is very comprehensive and easily accessible. Further information regarding the CIPD Level 5 Diploma in Applied HR can be found on the UWTSD website: https://www.uwtsd.ac.uk/cipd-diploma-applied-human-resources/ and the CIPD website https://www.cipd.co.uk/learn/training/professional-qualifications.

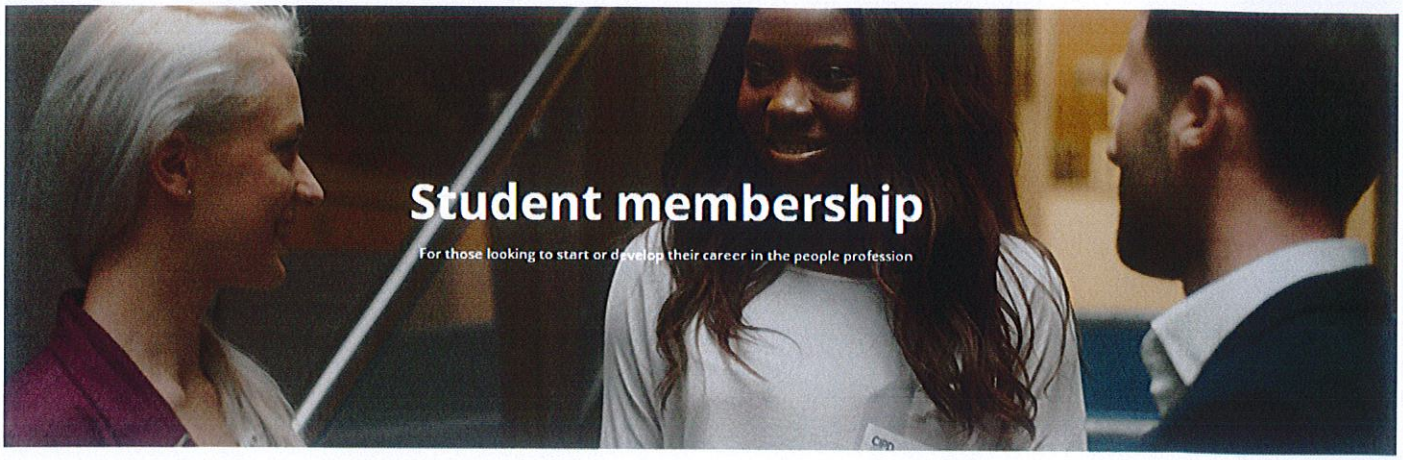
EV (1)

CIPD

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CIPD My Profile

Mel Gough - Logout
Membership number: 54660544

My details | My biography | My exams | My communication preferences

Welcome to your 'My profile' area

Here you can check and/or change your personal details, including your preferred contact details and your online password. If anything is incorrect or missing use the edit buttons below to update your details. Any changes that you make will automatically update your record in our database.

Personal details

Miss Melanie Gough (Mel)
Student

EV (2)

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

PROGRAMME OF STUDY HANDBOOK

CIPD Diploma in Applied Human Resources

Level 5

INSTITUTE OF MANAGEMENT AND HEALTH

2019-2020

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INTRODUCTION

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

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

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

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

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

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

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

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

FEEDBACK

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

PROGRAMMES OF STUDY AND PROGRAMME MANAGERS

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

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

SUPPORT DURING YOUR STUDIES

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

EV (3)

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MODULE DIRECTORY

LEVEL 5

CIPD Diploma in Applied Human Resources

INSTITUTE OF MANAGEMENT AND HEALTH

2019-2020

INTRODUCTION

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

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

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

MODULE CODE: BMPD5000

DEVELOPING PROFESSIONAL PRACTICE IN HUMAN RESOURCES

Purpose and aim of unit

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

Learning outcomes

On completion of this unit, learners will:

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

EV (4)

Timetable – CIPD Diploma in Applied Human Resources 2019-2021

Date of Workshop	Name of Module	CIPD Code	University Module Code	Submission Date of Assessments	Method of Assessment
25th September 2019	Induction/Using a Research Approach in HR	5CIHR	BMPD5002		
23rd October 2019	Using a Research Approach in HR	5CIHR	BMPD5002	Part One - 18/11/19 Part Two – 29/6/20	Part One - Written response. Part Two - Research Report.
20th November 2019	Developing Professional Practice in Human Resources	5CDPP	BMPD5000	13/1/20 plus submission of updated Personal Development Plan on 24/5/21	Portfolio of Evidence
4th December 2019	Understanding the Contemporary HR Function	5CMHR	BMPD5003	17/2/20	Slides and notes pages
22nd January 2020	Understanding the Business Context of HR	5CBIC	BMPD5001	16/3/20	Written report, analysis notes
19th February 2020	Understanding Employment Law	5CELW			
18th March 2020	AM: Understanding Employment Law PM: Recap on Research Report	5CELW	BMPD5004	27/4/20	Written answers to questions

EV (5)

CIPD Diploma in Applied Human Resources

Managing your Learning

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

Guided learning hours includes off and on the job learning.

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

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

(Welsh Government, 2017)

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

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

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

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

How to manage your learning:

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

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

The Business School

12th September 2018

Induction Questionnaire

EV (6)

Diploma in Applied Human Resources

September 2019

	Question	Answer
1.	When, where and at what time will the course be delivered?	The course is delivered monthly (Wednesday) 9am – 4pm at the Pibwrlwyd Campus.
2.	How many modules form part of the programme?	16 modules
3.	What are the term dates for this year?	Term 1: 23/09/19 – 13/12/19 Term 2: 06/01/20 – 27/03/20 Term 3: 20/04/20 – 10/07/20
4.	What is Moodle?	Moodle is a Virtual Learning Environment.
5.	What is Eduroam?	Eduroam is secure WIFI roaming access.
6.	What is Turnitin?	Turnitin checks for plagiarism and is used to submit activities.
7.	Do you know when you are required to hand in work?	Yes – deadline submission dates are on the Timetable
8.	What is the core text for this programme?	Studying Human Resource Management, *Taylor & Woodhams*
9.	Do you know how to access the library catalogue?	Yes – the library catalogue can be accessed via the Student HWB
10.	Do you know who to go to if you have a question/concern about the course?	Yes
11.	What is the name of the Training Adviser?	Alison Williams
12.	What is the name of the course lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	Yes – self-directed learning
14.	Do you need to be a member of the CIPD?	Yes – student member
15.	What support is available for study skills?	Study Skills sessions
16.	Do you know where the fire-exits and first aid points are for the building?	Yes
17.	How many credits is the programme?	90 credits
18.	What is the length of the programme?	2 years
19.	Have you been given the student handbook and timetable?	Yes – both are also available on Moodle
20.	What academic level is this qualification?	Level 5

Name: Melanie Gough

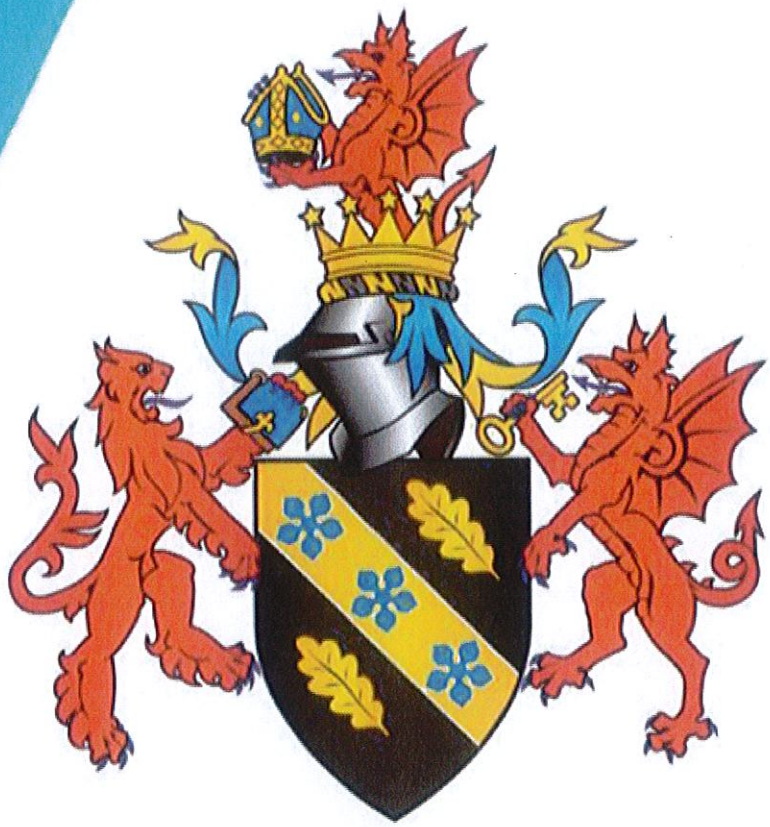
Signed:

CIPD Membership Number: 54660544

Signature of Lecturer: **Date: 10.1.20**

EV (7)

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University of Wales
Trinity Saint David



SE1: Student Code of Conduct

Introduction

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

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

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

General Principles

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

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

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

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

Definitions

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

EV (8)

Student Charter



Transforming Education; Transforming Lives

Putting learners first is key strategic priority one of the University. This Student Charter explains the mutual expectations of the University and its students.

The charter also describes the role and responsibilities of Trinity Saint David Students' Union within the UWTSD Group and the responsibilities of all collaborative partner institutions in relation to student representation, support, and engagement.

The Student Charter is reviewed annually by all parties involved and is endorsed by University Council.

EV (9)

CIPD
Championing better work and working lives

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 145,000 members committed to championing better work and working lives. We set high standards of entry for membership and require all of our members to adhere to the standards and behaviours ('obligations') set out in this Code of Professional Conduct.

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

1 Professional Competence and Behaviour

Members of the CIPD shall:

1.1 maintain professional knowledge and competence through continuing professional development, to ensure they provide a professional, up to date and insightful service

1.2 seek appropriate support if business needs require involvement in new areas of activity

1.3 accept responsibility for their own professional actions and decisions

1.4 apply professional high standards of relevance, accuracy and timeliness in the information and advice they provide to stakeholders.

2 Ethical Standards and Integrity

Members of the CIPD shall:

2.1 establish, maintain and develop business relationships based on confidence, trust and respect

2.2 exhibit and role model professional and personal integrity and honesty at all times

2.3 demonstrate and promote sensitivity for the customs, practices, culture and personal beliefs of others

2.4 champion employment and business practices that promote equality of opportunity, diversity and inclusion and support human rights and dignity

2.5 safeguard all confidential, commercially sensitive and personal data acquired as a result of business relationships and not use it for personal advantage or the benefit or detriment of third parties.

3 Representative of the profession

Members of the CIPD shall:

3.1 always act in a way which supports and upholds the reputation and values of the profession.

3.2 uphold their responsibilities as professional people towards the wider community

3.3 comply with prevailing laws and not encourage, assist or collude with others who may be engaged in unlawful conduct, taking action as appropriate.

3.4 exhibit personal leadership as a role model for maintaining the highest standards of ethical conduct

3.5 be mindful of the distinction between acting in a personal and professional capacity.

4 Stewardship

Members of the CIPD shall:

4.1 demonstrate and promote fair and reasonable standards in the treatment of people who are operating within their sphere of influence

4.2 challenge others if they suspect unlawful or unethical conduct or behaviour, taking action as appropriate

4.3 ensure that their professional judgement is not compromised nor could be perceived as being compromised because of bias, or the undue influence of others

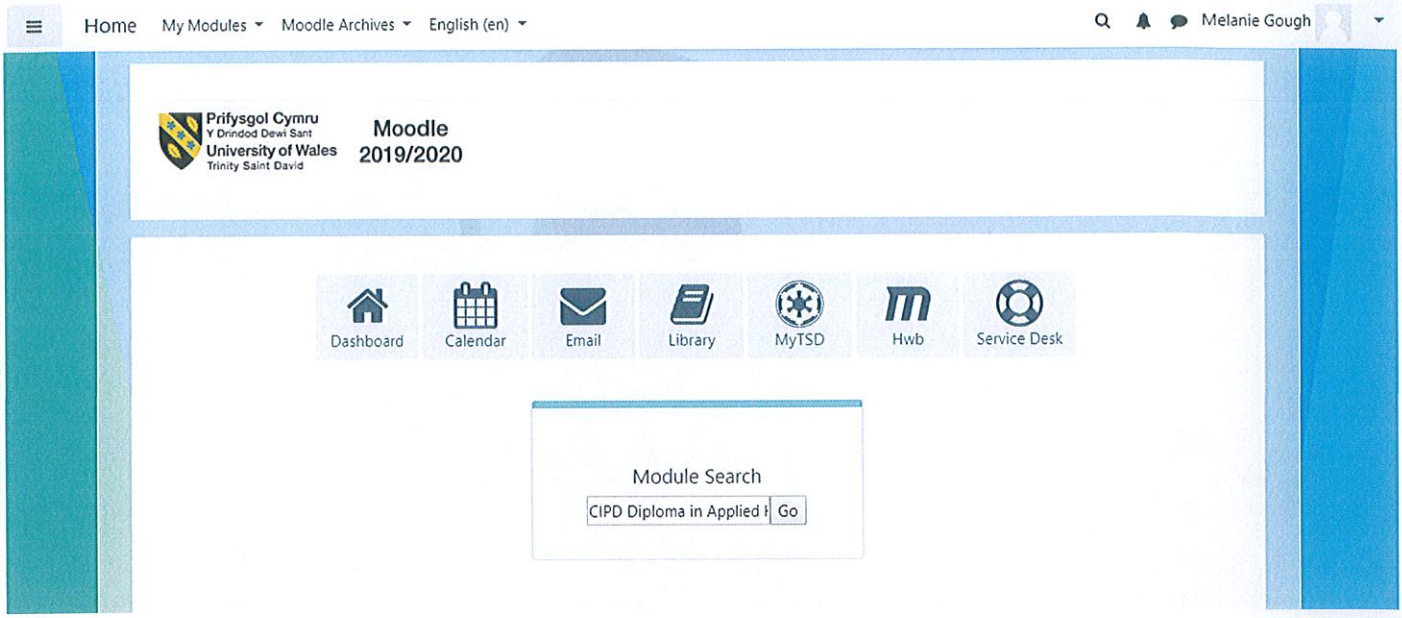
4.4 promote appropriate people management and development practices to influence and enable the achievement of business objectives

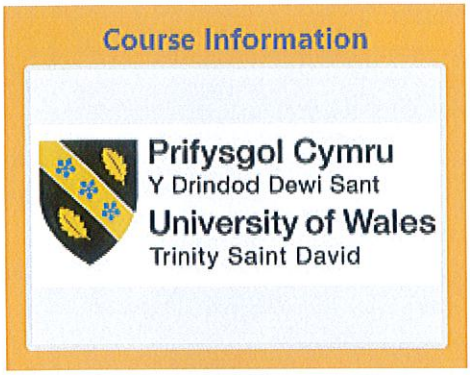
4.5 ensure those working for them have the appropriate level of competence, supervision and support.

EV (10)

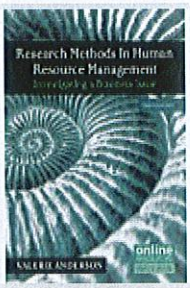

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Students
PERSONALISE
Send feedback
DASHBOARDS
Students
Help & Report
APPS
Nothing to see here...
Mail
My Timetable
OneDrive
O365 | Apps
Moodle
Library
My Student Record | MyTSD
Help Desks & Report issues
BWLETIN Y NADOLIG
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Academic Support
Financial Support
Student Life
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Forms
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YOUR STUDENTS' UNION
FAQ's

EV (11)





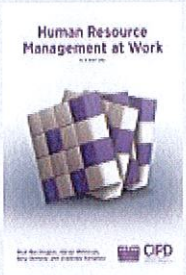
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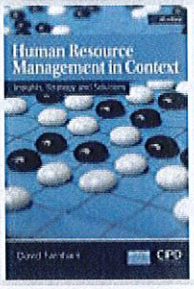
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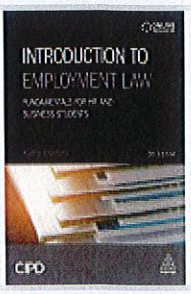
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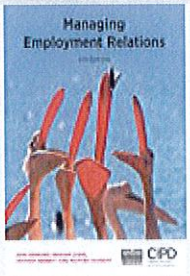
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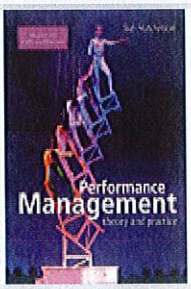
Understanding Employment...



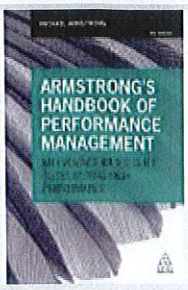
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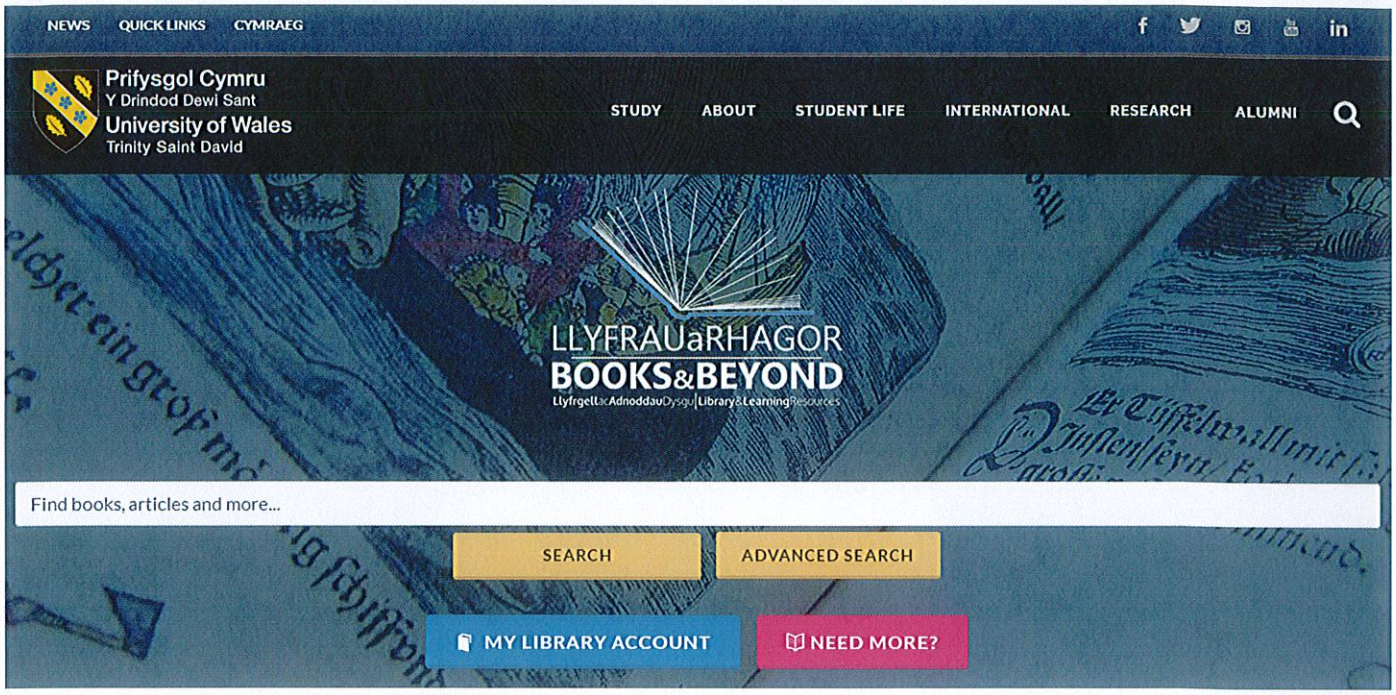
Understanding the Link bet...



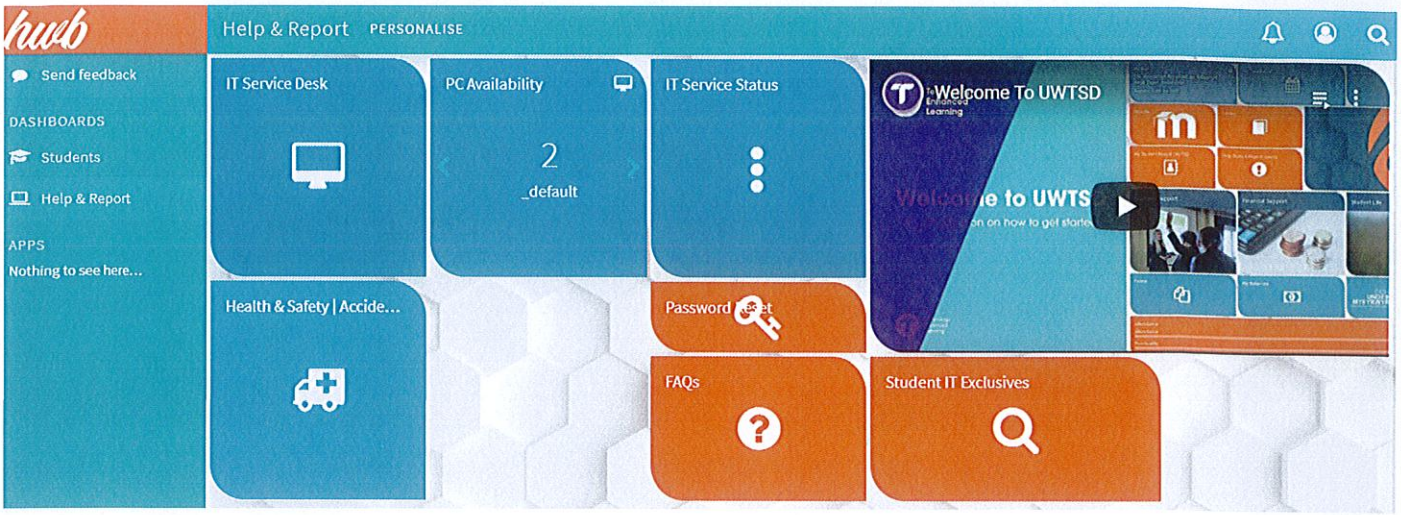
Contributing to Improving ...



EV (12)


NEWS
QUICK LINKS
CYMRAEG
Prifysgol Cymru
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STUDY
ABOUT
STUDENT LIFE
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LLYFRAUaRHAGOR
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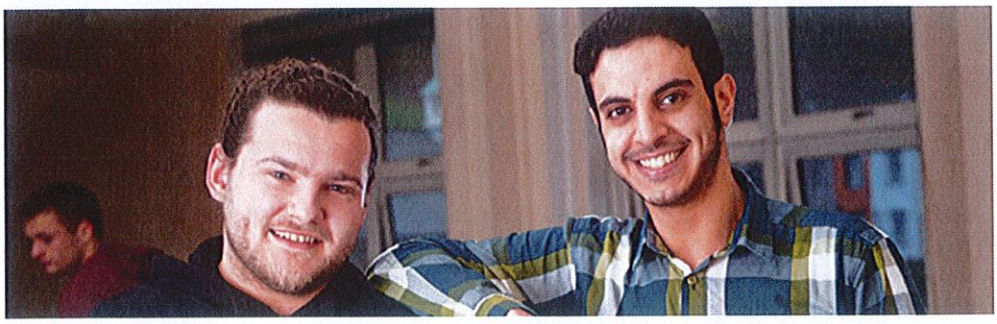
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hub
Help & Report
PERSONALISE
Send feedback
DASHBOARDS
Students
Help & Report
APPS
Nothing to see here...
IT Service Desk
PC Availability
2
_default
IT Service Status
Welcome To UWTSD
Health & Safety | Accide...
Password
FAQs
Student IT Exclusives

EV (14)

STUDENT SERVICES

Welcome to Student Services



A professional support service providing high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential.

In this section

- Careers Service
- Contact Us
- Counselling Service
- Big White Wall
- Financial Support
- International
- Services for Disabled Students
- Mental Health Advisory Service
- PASS (Peer Assisted Study Sessions)
- Study Skills Support
- Support for Students From Care
- Staff
- Student Wellbeing

EV (15)

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

University Regulations

Distance Learning Student Guide

September 2018

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1 About You and the University

1.1 What is the purpose of this handbook?

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

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

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

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

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

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Prifysgol Cymru
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University Regulations

Undergraduate Student Guide

September 2019

1 Introduction

1.1 What is the purpose of this handbook?

This handbook provides you with information about the various procedures and regulations within the University. It is intended for students on taught degree programmes and does not cover research degree students.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes are made from time to time. We shall try to keep any such changes to a minimum, and you will receive advance warning in the event of any alteration.

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

- Chapter 5 – 'Student Representation, Engagement and Support' - which describes how the University assures the quality of the student experience, and provides details of our arrangements for providing you with academic and personal support during your studies;
- Chapter 6 - 'Taught Award Regulations' – which explains how your Programme of Study is structured and how we make decisions about your final award;
- Chapter 7 - 'Assessment: Taught Programmes' – which contains information about the University's approach to assessment;
- Chapter 13 – 'Student Cases' – which includes the *Academic Appeal Procedure* and the *Procedure for Student Complaints.*

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

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

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

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STUDY ABOUT STUDENT LIFE INTERNATIONAL RESEARCH ALUMNI

ACADEMIC OFFICE

Academic Quality Handbook 2019-20

Key Changes: AQH Summary of Key Changes (COMING SOON)

The chapters refer to a number of policy documents, best practice guidelines and appendices – these will be published as soon as they are finalised. Please email the Academic Office (quality@uwtsd.ac.uk) if you have any queries.

Chapters

Academic Quality Handbook Contents (**COMING SOON**)

Chapter 01 Institutional Context (Pages 1-2)

Chapter 02 Academic Committee Structure (Pages 3-16)

Chapter 03 The University's Academic Structure (Pages 17-19)

Chapter 04 Programme Design, Approval, Validation, Monitoring and Review (Pages 20-30)

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- Student Harassment and Bullying Policy
- Safeguarding Policy
- Admissions Policy
- Student Pregnancy Maternity and Adoption Leave Policy
- Personal Tutor / Year Tutor Policy
- Policy on Recording of Oral or Visual Presentations by Students 10-2017
- External Speakers and Events Protocol 10-2017
- Prayer Room and Quiet Room Protocol 10-2017
- Disability Support and Needs Assessment Procedure (**UNDER DEVELOPMENT**)
- Gender Diversity Policy (**UNDER DEVELOPMENT**)
- Faith and Religion Policy (**UNDER DEVELOPMENT**)

Chapter 06 Taught Award Regulations (Pages 38-71)

Chapter 07 Assessment Taught Programmes (Pages 72-79) UPDATED

Chapter 08 Research Degree Regulations (Pages 80-115)

Chapter 09 Procedural Framework for Collaborative Provision (Pages 116-14..)

Chapter 10 Placement Learning and Work-Based Learning (**COMING SOON**)

Chapter 11 Working with Others (**UNDER DEVELOPMENT**)

Chapter 12 Quality Enhancement (Pages TBC)

Chapter 13 Student Cases (Pages TBC)

- Academic Appeal Policy
- Academic Misconduct Policy
- Mitigating Circumstances Policy
- Student Complaint Policy

In this section

- Contact the Academic Office
- Academic Quality Handbook
- Appendices and Forms
- Procedures for Academic Appeals, Complaints and Other Student Cases
- Other Forms and Policies
- University Regulations: Student Guide
- Calendar
- QAA Higher Education Review 2015
- Committee House Style
- External Examiners
- External Links

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice

Activity 2: The range of HR Roles and behavioural requirements of HR professionals

Word Count: 1098

Student Name: Melanie Gough
Student Number: 1910141
CIPD Membership Number: 54660544

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

Signed: 

Date: 11/01/2020

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Executive Summary

This report discusses what it means to be a professional and explains the importance of the Chartered Institute of Professional Development (CIPD) HR Profession Map in maintaining skills and knowledge to plan, develop and build HR capability. It also defines the Profession Map professional areas and bands and discusses why the eight behaviours are deemed essential for HR Professionals to carry out their role and make a contribution to organisational success. The report underpins the recommendation that HR Professionals should continue to use the Profession Map to maintain their skills and knowledge to plan their development and build their HR capability.

Introduction

This report provides an overall explanation of how the CIPD HR Profession Map defines the HR profession and discusses why each of the behaviours are deemed essential for HR Professionals to contribute to organisational success.

Main body

Lester (2012 p2), defines a professional as someone who *"makes proficient use of expert or specialist knowledge, exercises autonomous thought and judgement, and makes a voluntary commitment to a set of principles. Such a person need not be a member of an easily defined profession or of a professional association; it is possible to work as a professional from a set of expertise and skills that is relatively unique to the individual."* (Taylor & Woodhams, 2016, p. 75)

Considering Lester's definition, it is justifiable that HR Professionals that observe and practice the standards and behaviours set out in the CIPD Code of Professional Conduct can legitimately be regarded as professionals. However, it is also important for HR Professionals to abide by to their own ethical values.

The CIPD is the professional body for HR Professionals. It sets high standards for its members and there is a requirement to adhere to the Code of Professional Conduct, which stipulates four overriding principles; professional competence and behavior; ethical standards and integrity; representative of the profession and stewardship. Whether a HR Professional is working at Technician level or Senior Leader level, these principles apply equally.

Being a Professional means setting standards for yourself. Taylor and Woodhams describe the *"four concentric circles of HR Professionalism: Managing self, Managing in groups/teams, Managing upwards and Managing across the organisation".* (Taylor & Woodhams, 2016, p. 76). The ability to manage through all of these stages requires skills such as working with others, problem solving, communication, negotiation and influence.

The CIPD launched the 2013 Profession Map in 2009. Its purpose is to set the standards for HR professionals and how the activities, knowledge and behaviours are needed for success. It can be used by anyone working at any level in Human Resources (HR) or Learning and Development (L&D). The Map is used by HR Professionals to plan their development and build their HR capability.

There are ten professional areas – two of these professional areas – *'Insights, Strategy and Solution'* and *'Leading HR'* are at the core of the Profession Map as they apply to all HR Professionals, regardless of the level they are working at. The Map outlines the professional areas which describe what HR Professionals need to do and know for each area, and defines the eight behaviours that are essential for HR Professionals to carry out their activities. The professional areas and behaviours are identified across the four bands of professional competence from band one, being customer focused and providing administrative support, through to band four, developing and delivering on HR strategy. The four bands set the standards for the professional areas and behaviours. In order for HR Professionals to move through the bands, they need to develop themselves by committing to continuous professional development.

The HR Profession Map identifies the eight behaviours that are essential for HR Professionals to carry out their tasks. The first behaviour described in the Profession Map is curious. Having curious behaviours mean being focused on the future and having an inquisitive and open-mind. The Profession Map defines the eight behaviours at each band of competence. For example, at band one, being curious is defined as being interested in learning about the organisation, compared to band four which defines curious behaviour as being proactive and developing a deep insight into the organisations commercial and strategic context. According to HR Magazine, curiosity will enable HR Professionals to *"see the relevance of wider organisational issues, sector trends or contextual developments to your organisation and role."* (Moran, 2013)

The remaining behaviours include being a decisive thinker, which means having the ability to absorb and interpret data efficiently to inform and defend decision making. As a skilled influencer, HR Professionals are able to use their skills to influence and gain commitment from others. Being personally credible means always displaying professional behaviours, and adding value to the organisation. Having collaborative behaviours means being able to build and maintain effective working relationships and work effectively with others. HR Professionals are driven to deliver, by displaying the behaviours of determination and resourcefulness in order to get the desired results. By having confidence in their skills and knowledge, HR Professionals also have the courage to challenge others, even in confrontational situations. Finally, being a role model by consistently acting with integrity and transparency is an important behaviour for all HR Professionals working at any level.

According to the CIPD, *"The 2013 Map still retains its relevance and validity, but we've just evolved into a new Profession Map to guide our profession into the future."* (CIPD, 2019)

However, since the CIPD Profession Map was launched, the role of the HR profession has grown. In order to realign the Profession Map to changing priorities, the CIPD developed the New Profession Map in 2018, which focuses on the core knowledge and core behaviours that HR Professionals need to make a valuable contribution to the people and the organisation. The common purpose and core values set the professional standards for all HR Professionals. The new Map shows HR Professionals how being evidence-based, principles-led and outcomes-driven lead to making better decisions for the people, the organisation and the profession. Using the four impact levels, the Map defines the six core knowledge areas and eight core behaviours required to excel at each level.

The core knowledge areas are necessary to be an expert in people, work and change. From culture and behavior to digital working, they represent everything HR Professionals need to know in order to be a specialist in their role. The core behaviours are necessary to be an effective people professional. From ethical practice to valuing people, they enable HR Professionals to create value for people, organisations, society and the HR profession. Finally, the Specialist knowledge areas exist to inform HR Professionals how to develop and apply their expertise to make a positive impact.

Conclusion

The aim of this report was to provide an overall explanation of how the CIPD Profession Map defines the HR profession and discusses why each of the behaviours are deemed essential for HR Professionals to contribute to organisational success. The report highlights the need for HR Professionals to use the Profession Map to maintain their skills and knowledge to plan their development and build their HR capability.

Recommendations

HR Professionals should continue to use the Profession Map to it is important to maintain their skills and knowledge to plan their development and build their HR capability.

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Available at: https://www.cipd.co.uk/learn/profession-map
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Available at: http://www.hrmagazine.co.uk/article-details/hr-needs-to-harness-curiosity
[Accessed 20 12 2019].
Taylor, S. & Woodhams, C., 2016. *Studying Human Resource Management.* 2nd ed.
London: CIPD.

Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice

Activity 3: Manage self and workload to meet performance requirements

Word Count: N/A

Student Name: Melanie Gough
Student Number: 1910141
CIPD Membership Number: 54660544

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

Signed: 

Date: 10/01/2020

There are five stages of project management: initiation, planning and design, execution, monitoring and control and completion. As a HR Professional it is important to understand the different stages of project management, to ensure the project is as successful as possible. As part of the Developing Professional Practice module, I was involved in a project to create a more effective and efficient recruitment process for the apprenticeship programme.

1. Initiation
The first stage to any project is the initiation stage. This is where the project team is formed, stakeholders are engaged and the aims and objectives are defined.

Pembroke Refinery is committed to providing high quality apprenticeships in Operations and Maintenance. Since 2014, the number of apprentices that we have recruited has increased significantly to meet the demands of the business. In 2019 we recruited 30 apprentices and from commencement through to completion, the recruitment campaign was very onerous and time consuming. I have engaged with stakeholders within the business to propose streamlining the process, with the ultimate aim being a more effective and efficient recruitment process. The project team has been identified and the aims and objectives have been defined. *(EV 18)*

2. Planning and Design
When the aims and objectives are agreed, the project goes into the planning and design stage. The scope of the project is finalised, deadlines are agreed and responsibilities are delegated, giving us a project plan for execution.

My responsibilities are to work with an external company to redesign the advertisement and create an online presence through the creation of a website and social media platforms to attract applicants and raise our online profile. The advert is usually posted around February each year, with a closing date at the end of March. I suggested bringing the closing date to the end of January, for two number reasons:

- My colleague in the Training Team who works with me at the apprentice testing and Cobra testing stages is retiring 30.04.20 – the apprentice testing and Cobra testing usually takes place at the end of April and May respectively, meaning I would have either do the testing by myself.
- The majority of candidates are studying either GCSE's or A-Levels, which means that our timescale clashes with their study/exam timetable.

The Refinery Leadership Team were initially reluctant to change the timescale as the timescales we work too are historical and they were concerned that candidates would be 'looking out' for the apprentice opportunities and could potentially miss out.

However, after consideration, we compromised with a closing date Sunday 16th February, on the basis that we would review application numbers and extend the closing date deadline if we felt that the numbers were lower than normal

3. Execution
The execution phase is where the project work is carried out.

Due to the size of the project and team, we decided that Trello would be the most appropriate project management tool to use as it is an easy, flexible, and visual way to manage projects. *(EV 19)*

We enlisted the help of Just Great Design & Print, a small local company that specialises in advertising, branding, logos and websites to work with us to design our advert, website and social media branding.

We started by reviewing the current apprenticeship advert. *(EV 20)* We then started work on the new advert so that we had a brand and a strapline to identify the campaign. We agreed on 'EngineerYourFuture' as a strapline and web domain. *(EV 21)*

We worked through six draft versions of the advert before agreeing on the final version. *(EV 22)* The advert is bright, informative and appealing to our target audience. While working through the draft versions, we had to communicate, negotiate and resolve problems, before agreeing on a final design. We then started to work on the website, social media accounts and the application form.

The webpage includes a home page, information about Valero, the application process, frequently asked questions and links to apply online. The social media platforms that we decided to use are Facebook and Twitter as these platforms are popular amongst our target audience.

In previous years, applicants submitted a CV for the apprenticeship programme. This meant reviewing over two hundred CV's. The creation of an application form allows information to be standardised and only relevant information will be received for review. The application form includes contact information, criminal record declaration, right to study and work in the UK, education history, work experience and references. *(EV 23)* The information from the application form is exported into a spreadsheet for review.

There were times when we had to negotiate. Although we had some of our own ideas, we relied on the expertise of Just Great Design & Print to manage

We had a number of meetings and communication was primarily via email and telephone. *(EV 24)*

We were on schedule to meet our deadlines so we decided to place a front page banner in the local newspaper as a teaser for the full advertisement the following week. *(EV 25)*

The full advertisement was a half-page, full colour feature. We purposely made the decision not to include a closing date to encourage people to go to the website. *(EV 26)*

The website www.engineeryourfuture.co.uk went live on 8th January 2020. *(EV 27)*

4. Monitoring and Controlling

When the project execution phase is underway, project monitoring and control can begin. This is where team members report back to the project team on progress and identify any issues or obstacles to be dealt with.

Throughout the project execution stage my supervisor has been supporting the process. We had regular discussions, meetings and email correspondence to ensure that we were following the project plan and on track to meet our deadlines.

As with every project, we encountered obstacles on the way. One of the issues was with the application form. Applicants are not able to start a form, save it and then return to it at a later date. *(EV 28)* This was important to us as applicants may want or need to leave the application and return to it, for example, if they didn't have information they needed at hand. Unfortunately, this was not possible without a server to retain the information. This was not an option due to the implications in relation to the General Data Protection Regulations (GDPR).

We discussed the options – we could retract the application form and allow applicants to upload a CV or continue with the application form and ensure that applicants were informed that the form had to be completed in one session.

The application form was a major objective of the project. Therefore, after much debate and consideration, we decided to continue with the application form and add some further information to the website, informing applicants that the application form needed to be completed in one session along with a list of what information they would need to complete the form.

5. Completion

The final stage is completion. This is where there is an opportunity to review the project in terms of success, impact and lessons learned.

The campaign was shared with stakeholders on 8th January and the feedback so far has been positive. *(EV 29)*

Following the website going live on 8th January 2020 we received over 360 hits in the first 24 hours. This was an exceptional response that exceeded our expectations. Our Facebook page has been accessed over 500 times. This is an overwhelming response within such a short timeframe. A weekly stats report is generated from visits to the website which will be used for more targeted campaigns going forward. *(EV 30)*

We plan to review how successful the social media campaign was after the closing date by analysing the results of the question on the application form that asks *'How did you find out about the apprenticeship scheme*'. This will inform how we approach our recruitment campaign for 2021.

Furthermore, we will also meet with the successful applicants on their induction day to ask for constructive feedback on the recruitment process.

The project has gone well and I am happy with the campaign so far.

EV (18)

Meeting Notes

Date/Time of Meeting: 12/11/2019 10:00 hours

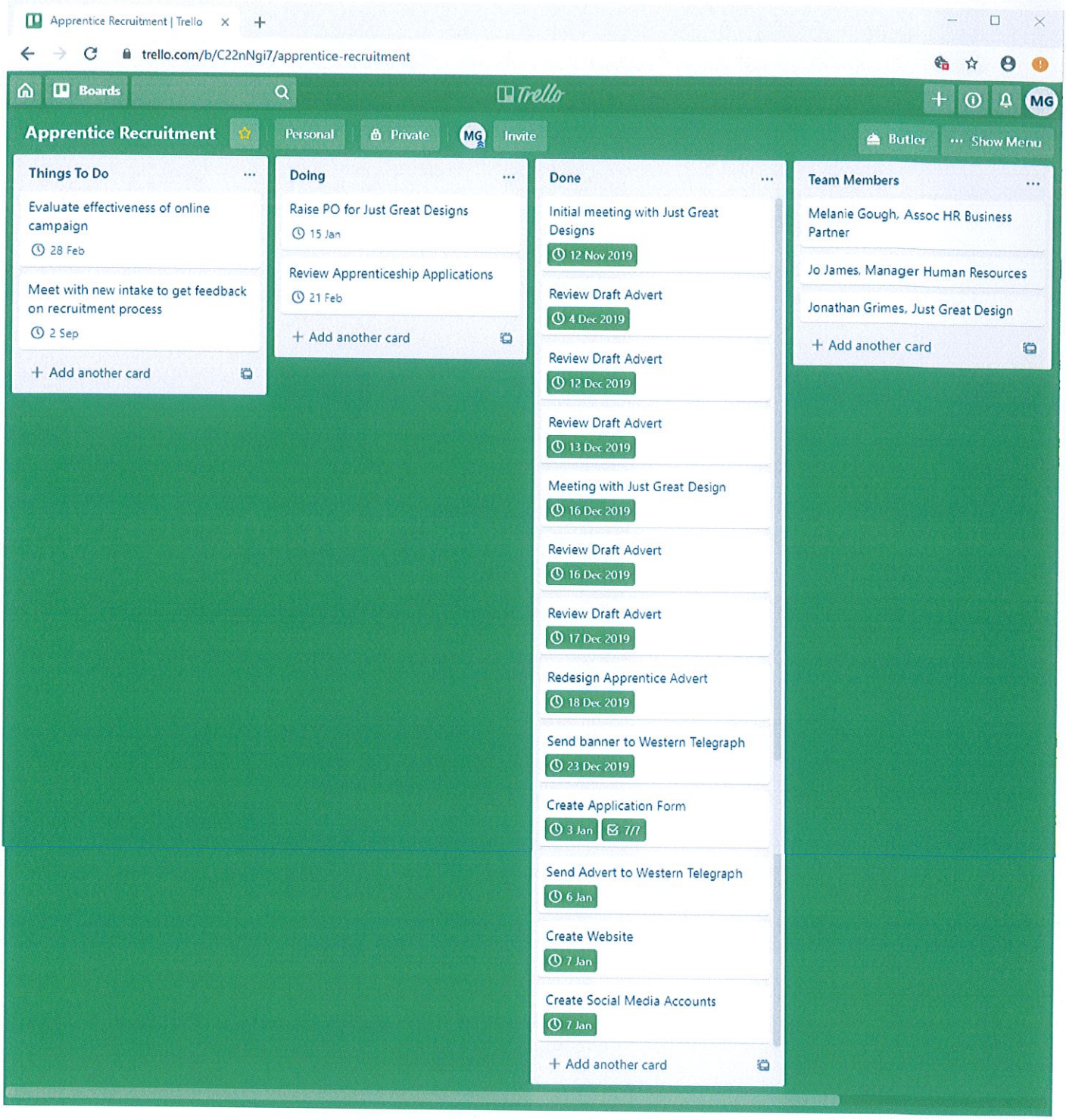
Present: Denise Hicks (Director Refinery HR), Richard Allen (Director Central Maintenance), Karen Muehlbauer (Director Refinery Safety), Nicky Howells (Manager Learning & Development, Mel Gough (Assoc. HRBP), Joanna Sayers (Public Affairs Assistant)

The purpose of the meeting is to review the timeline for the 2020 intake of apprentices and what steps we could proactively take to attract more applicants.

Actions Agreed:

- Team to attend all Pembrokeshire schools and Pembrokeshire college to promote programme by mid-January
    - NH and JS to arrange attendance
    - Identify team of current apprentices and engineers to participate – attendees should be ex pupils of the school being attended
- Team to attend 'open day' to promote programme to folks not in education
    - NH and JJ to agree where, when and how this should be advertised
    - NH and JJ to arrange attendance
    - Identify team of current apprentices and engineers to participate
- Slide deck presentation to be used across all school presentations – Jo and Mel to put together
- Re-design the advert – MG to review
- Talk to ex-apprentices and engineers to gain their input into advert and presentations – what would they look for?
- Agree timeframe for advertising
    - Advert to be finalised by the first week in January 2020
    - Closing date for applications to be mid to end February 2020

EV (19)


Apprentice Recruitment | Trello
trello.com/b/C22nNgi7/apprentice-recruitment
Boards
Trello
MG
Apprentice Recruitment
Personal
Private
MG
Invite
Butler
Show Menu
Things To Do
Evaluate effectiveness of online campaign
28 Feb
Meet with new intake to get feedback on recruitment process
2 Sep
Add another card
Doing
Raise PO for Just Great Designs
15 Jan
Review Apprenticeship Applications
21 Feb
Add another card
Done
Initial meeting with Just Great Designs
12 Nov 2019
Review Draft Advert
4 Dec 2019
Review Draft Advert
12 Dec 2019
Review Draft Advert
13 Dec 2019
Meeting with Just Great Design
16 Dec 2019
Review Draft Advert
16 Dec 2019
Review Draft Advert
17 Dec 2019
Redesign Apprentice Advert
18 Dec 2019
Send banner to Western Telegraph
23 Dec 2019
Create Application Form
3 Jan
7/7
Send Advert to Western Telegraph
6 Jan
Create Website
7 Jan
Create Social Media Accounts
7 Jan
Add another card
Team Members
Melanie Gough, Assoc HR Business Partner
Jo James, Manager Human Resources
Jonathan Grimes, Just Great Design
Add another card



VALERO PEMBROKE REFINERY

We are now recruiting for our 2019 intake of apprentices for Operations, Mechanical, Instrumentation and Electrical

An apprenticeship will put you on the fast track towards gaining the skills and knowledge that are needed to assist in the running of Pembroke Refinery, which contains state of the art technology to supply energy products to the world.

If you have or are studying for:

- Five GCSEs at grade C or above, to include Mathematics, Numeracy (both from intermediate/higher tier), Science and English Language or First Language Welsh, and you also have:
- A developed interest in Process Operations or Mechanical, Instrument or Electrical Maintenance
- The right drive and attitude to achieve and progress
- The capability of learning higher level skills in a systematic way under the guidance of experienced practitioners to emerge as a skilled worker in your own right
- The ability to work at or above QCF Diploma (NVQ level 3), National Certificate and have proven competence in using IT, solving problems and working as a team

... then the sky is the limit. An apprenticeship is your opportunity to learn while you earn and put these skills straight into action.

Successful candidates will complete one year full time study at Pembrokeshire College, followed by further training and assessment on site at the Refinery. Apprenticeship start date is September 2019.

To apply, please send a detailed CV to pembrokehr@valero

Closing Date: Sunday 31st March 2019

EV (20)

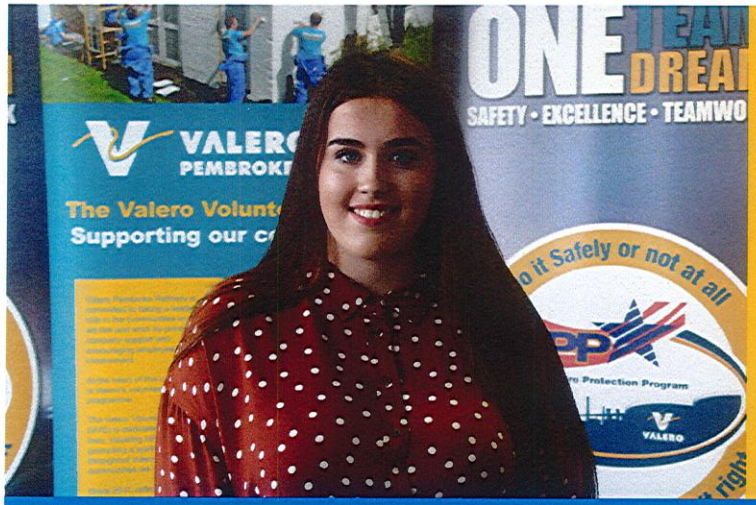
EV (21)

ENGINEERYOURFUTURE Valero Pembroke Refinery

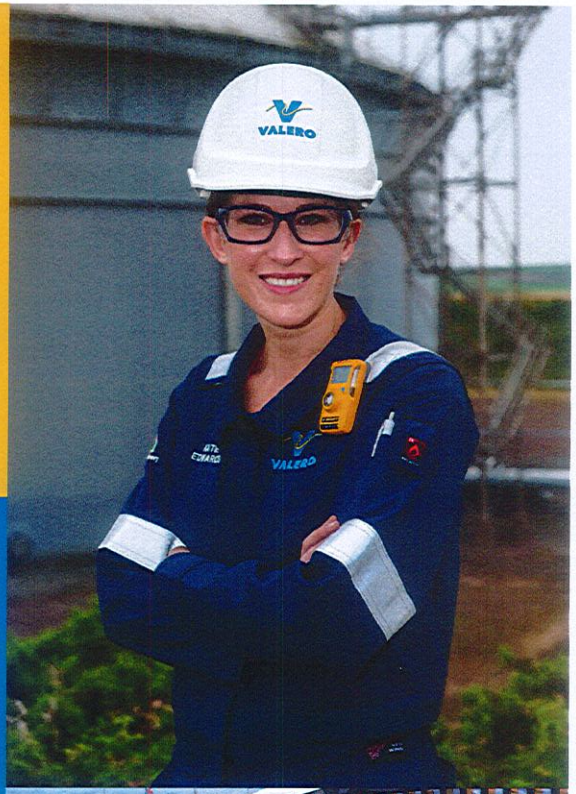
ENGINEERYOURFUTURE

#ENGINEERYOURFUTURE

EV (22)



Apprenticeship opportunities at Valero Pembroke Refinery



GET IN - GO FAR



We are now recruiting for our 2020 intake of apprentices for Operations, Mechanical, Instrumentation and Electrical

www.engineeryourfuture.co.uk



Lorem ipsum dolor sit amet, consectetuer adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exerci tation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.

To apply, please send a detailed CV to pembrokehr@valero.com

Valero®
Pembroke Refinery

GET IN - GO FAR

Apprenticeship opportunities at Valero Pembroke Refinery

For 2020 apprenticeship opportunities in Mechanical, Electrical, instrumentation and Operations, please visit

www.engineeryourfuture.co.uk









#ENGINEERYOURFUTURE

We provide our employees with a safe, diverse, and rewarding work environment with opportunities for growth and personal development

3.1 million barrels per day

10,000 employees

15 petroleum refineries

15,000 volunteer hours companywide in 2018

Manufacturing high quality, low emission fuels

Valero®
Pembroke Refinery

GET IN - GO FAR

Apprenticeship opportunities at Valero Pembroke Refinery

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GET IN - GO FAR

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Valero®
Pembroke Refinery

#ENGINEERYOURFUTURE

Apprenticeship opportunities at Valero Pembroke Refinery

3.1 million barrels per day throughput capacity

Headquartered in San Antonio, Texas

~ 10,000 employees

Manufacturing high quality, low emission **transportation fuels, petrochemical feedstocks,** and other specialty products

150,000 volunteer hours companywide in 2018

15 petroleum refineries

For apprenticeship opportunities in Mechanical, Electrical, Instrumentation and Operations, visit

engineeryourfuture.co.uk







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ENGINEER YOUR FUTURE

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We provide a safe, diverse and rewarding work environment with opportunities for growth and development

Valero®
Pembroke Refinery

EV (23)

Personal Information

Name	
Address	
Email Address	
Contact Number	

General Information

How did you find out about the apprenticeship scheme?	
Do you have any unspent criminal convictions	
Are you a British or EU National	
Do you have the right to study in the UK?	
Do you have the right to work in the UK?	
Are you a car driver	
Are you a car owner	
Do you hold a full and clean driving licence	

Education History

Have you achieved your GCSE's?	
If Yes, please detail your GCSE results using the table below:	
If you have not yet achieved your GCSE's, are you due to take them this year?	

School or College Currently Attending / Most Recently Attended

Which apprenticeship route are you applying for?

Please tell us why you would like to join the Valero Sponsored Apprenticeship Programme?

Please detail any relevant work experience or hobbies that you have which support this application?

Employment History

References

Employee/Academic Referee

Personal Referee

Equality & Diversity Monitoring

Valero is an equal opportunities workplace and apprentices will receive equal treatment irrespective of their gender, sexual orientation, marital or civil partner status, gender reassignment, race, religion or belief, colour, nationality or ethnic/national origin, disability, pregnancy or trade union membership or the fact that they are a part-time worker or fixed-term employee. To ensure that Valero's equal opportunities policy is adhered to, it is necessary to collect the below information. Your cooperation is greatly appreciated. This information is used solely for monitoring purposes and will be treated as confidential. Any information provided will not be used as part of the selection process. If you consent to Valero processing this data for the above purposes, please tick here.

I consent to Valero processing this data for the above purposes

Gender

Age Range

Ethnic Origin

Sexual Orientation

Do you consider yourself to ha disability?

EV (23)

Personal Information

Name	
Address	
Email Address	
Contact Number	

General Information

How did you find out about the apprenticeship scheme?	
Do you have any unspent criminal convictions	
Are you a British or EU National	
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I consent to Valero processing this data for the above purposes

Gender

Age Range

Ethnic Origin

Sexual Orientation

Do you consider yourself to ha disability?

EV (24)

Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 03 December 2019 16:12
To: Gough, Melanie; James, Joanne
Subject: Apprentice Recruitment

Hello both,

Great to meet with you both earlier.

I will put some ideas together for your Apprentice Recruitment campaign and will get these over to you as soon as I can.

Best regards

Jonathan

JustGreat Design & Print

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Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 05 December 2019 15:06
To: James, Joanne
Cc: Gough, Melanie
Subject: RE: Apprentice Recruitment Advertisement Design
Attachments: Quotation 2019-12-323.pdf

Hi Jo,

Thanks for getting back to me.

Not a problem changing the artwork on the first design – I don't think I have any images of male apprentices – are you able to supply some? I can then get revised artwork to you.

Are you happy to go with the "Engineer your Future" message? – personally I think it's a bit more relevant than "Get In – Go Far".

The text in a foreign language is called placeholder text – something designers use to fill text areas. No problem again – I will add the headline points.

With respect to the website, it is something I could easily build and it could have an application form along with a facility to upload a CV.

I have attached a quote detailing the costs for the advertisement design and website. Hope that this is self-explanatory – however please let me know if you need any further information or clarifications.

Please let me know what you think.

Best regards

Jonathan

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From: James, Joanne <Joanne.James@valero.com>
Sent: 05 December 2019 14:26
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Cc: Gough, Melanie <Melanie.Gough@valero.com>
Subject: RE: Apprentice Recruitment Advertisement Design

Hi Jonathan

Mel and I have now had an opportunity to discuss the above – we particularly like the first one, but wonder if you could please swap the two photos on the left hand side (the lady in red and the sunglasses lady). Instead, is it possible to have some pictures with males and ideally one with the existing apprentices – I think Jo should have these pictures and may well have already sent some to you.

Not sure if the words on the bottom left were supposed to be in a different language, but would be good to fill this with headline points. We really like the idea of the website and wondered whether this was something you were able to build (if so, what are the costs please)? If this is possible, would the website be able to house an application form which people can then fill in and upload their CV too?

Many thanks again

Jo

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 04 December 2019 14:46
To: James, Joanne <Joanne.James@valero.com>
Subject: RE: Apprentice Recruitment Advertisement Design

Hi Jo,

Thanks for your initial feedback – ready when you are if you wish to move forward with this.

Best regards

Jonathan

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From: James, Joanne <Joanne.James@valero.com>
Sent: 04 December 2019 14:44
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Subject: RE: Apprentice Recruitment Advertisement Design

Jonathan, these look great, thank you and I like your idea so will discuss with Mel and come back to you in the next couple of days.

Kind regards

Jo James
Manager, HR
Valero Energy Ltd
Pembroke Plant
Pembrokeshire, UK. SA71 5SJ
Tel: +44 1646 649508 Fax: +44 1646 641187
Joanne.James@Valero.com
Registered office Fifth Floor,100 Wood Street, London EC2V 7EX,England. Place of Registration : England and Wales. Company No. 8566216.

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 04 December 2019 11:01
To: Gough, Melanie <Melanie.Gough@valero.com>; James, Joanne <Joanne.James@valero.com>
Subject: Apprentice Recruitment Advertisement Design

Hi,

I have been working on several designs for the Apprenticeship Recruitment campaign and have attached 5 advertisement concepts that may be of interest.

I think to attract the attention of your target audience – i.e. school leavers, late teens/early twenties, the message needs to be quite punchy and to the point – hence the "GET IN – GO FAR" and "ENGINEER YOUR FUTURE" messages.

I have kept the Valero corporate colour palette in all of the designs – however have tried to minimise text and utilise good imagery. The images I have used are from previous Valero projects – however you may have better or alternative images.

In keeping the text to a minimum, I did have an idea that I touched upon briefly yesterday:

As "youngsters" are normally very web savvy and look up everything using their mobile devices - using the message "ENGINEER YOUR FUTURE" we could set up a simple one page website – www.engineeryourfuture.co.uk that would detail all of the apprenticeship requirements – qualifications, capabilities, job descriptions, benefits etc... This website would be completely independent of Valero.

The site would have a simple email link for the applicant to submit their CV – this could go to any email address you wanted.

We could also set up an ENGINEER YOUR FUTURE social media account if required – again run completely independent of Valero.

The idea of the website and social media may be a bit far-fetched – however I thought I would mention it – food for thought!

I do hope that the designs are in-line with your expectations – I would be more than happy to modify any of these if required, or try and come up with some alternative design ideas.

Looking forward to your feedback in due course.

Best regards

Jonathan

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From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 03 December 2019 16:12
To: 'melanie.gough@valero.com' <melanie.gough@valero.com>; 'joanne.james@valero.com' <joanne.james@valero.com>
Subject: Apprentice Recruitment

Hello both,

Great to meet with you both earlier.

I will put some ideas together for your Apprentice Recruitment campaign and will get these over to you as soon as I can.

Best regards

Jonathan



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Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 13 December 2019 12:18
To: James, Joanne; Gough, Melanie
Subject: Get in - Go far Advertisement
Attachments: Engineer Your Future logo.pdf; Valero Apprenticeship Recruitment Advertisement - 160mm x 259mm.pdf

Hi both,

Great to meet with you again this morning.

Please find attached the revised advert design based on your suggestion – which is the correct size for a half page advert in the WT.

I have tried to make the main message and call to action as prominent as possible and have also included a social media hashtag.

I have also attached a new "logo" for the recruitment campaign which could be used on the new website and for social media.

Hope to get the new domain registered over the weekend – so I can start work on the website early next week.

Best regards

Jonathan

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Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 12 December 2019 16:20
To: James, Joanne
Cc: Gough, Melanie
Subject: RE: Apprentice Recruitment Advertisement Design

Shall look forward to it!

☺

Best regards

Jonathan

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From: James, Joanne <Joanne.James@valero.com>
Sent: 12 December 2019 16:18
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Cc: Gough, Melanie <Melanie.Gough@valero.com>
Subject: RE: Apprentice Recruitment Advertisement Design

Perfect, see you then

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 12 December 2019 16:17
To: James, Joanne <Joanne.James@valero.com>
Subject: RE: Apprentice Recruitment Advertisement Design

Hi Jo,

How about around 10am?

Best regards

Jonathan

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From: James, Joanne <Joanne.James@valero.com>
Sent: 12 December 2019 16:08
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Subject: RE: Apprentice Recruitment Advertisement Design

Hi Jonathan

Great, if you have time then face to face is often easier. What time suits you best? We are pretty free until about 2.

Thanks, Jo

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 12 December 2019 15:51
To: James, Joanne <Joanne.James@valero.com>
Cc: Gough, Melanie <Melanie.Gough@valero.com>
Subject: RE: Apprentice Recruitment Advertisement Design

Hi Jo,

Thanks for your email.

Would be delighted to finalise this with you tomorrow – more than happy to pop up to see you if this is easier for you both?

I can the explain how the website would work, look like and how we could use your slides.

Otherwise happy to talk on the phone.

Also no problem creating artwork to match your advert design – perhaps we can also discuss any modifications you would like to make to this, if any.

Hope that this is all okay.

Best regards

Jonathan

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From: James, Joanne <Joanne.James@valero.com>
Sent: 12 December 2019 15:25
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Cc: Gough, Melanie <Melanie.Gough@valero.com>
Subject: RE: Apprentice Recruitment Advertisement Design

Hi Jonathan

Sorry for the delay and thank you.

I have attached something we have been playing with this afternoon which is based on the slide deck attached (which has some quirky things, albeit slightly US centric!). Would it be possible to please go with a tidied up version of something like this? We didn't mean to change it so much, but once we started clicking we got a bit carried away! Sometimes its easier to explain thoughts by doing a rough idea of what we mean.

Would love to go ahead with the website idea and possibly use some of the slides as part of this to show what Valero does as a whole and particularly the environmental things, given the current climate.

Are you free for a quick chat to try and finalise tomorrow?

Thanks

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 11 December 2019 10:26
To: James, Joanne <Joanne.James@valero.com>
Subject: RE: Apprentice Recruitment Advertisement Design

Hi Jo,

Hope that the advertisement I sent over earlier this week was okay.

More than happy to further amend and if okay, resize for the actual advert size.

Looking forward to hearing form you in due course.

Best regards

Jonathan

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From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 09 December 2019 13:07
To: 'James, Joanne' <Joanne.James@valero.com>
Subject: RE: Apprentice Recruitment Advertisement Design

Hi Jo,

I'm good thanks!

Not a pain at all and not a problem – please see attached.

If you wanted to go ahead with the website option – we could still use the www.engineeryourfuture.co.uk address – not sure www.getin-gofar.co.uk works as well?

Hope that this is okay.

Best regards

Jonathan

JustGreat Design & Print

LOGO, PRINT & WEB DESIGN

Just Great Design & Print – Logo, Print & Web Design
40 Main Street, Pembroke SA71 4NP
Tel: 07827 999 448 | 01646 200 221

www.justgreatdesign.co.uk

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From: James, Joanne <Joanne.James@valero.com>
Sent: 09 December 2019 13:01
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Subject: RE: Apprentice Recruitment Advertisement Design

Hi Jonathan

How are you? Sorry to be a pain, but is there any chance these pics can be added to the 'Get in' version, really like that.

Thanks, Jo

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 06 December 2019 11:28
To: James, Joanne <Joanne.James@valero.com>
Subject: RE: Apprentice Recruitment Advertisement Design

Hi Jo,

Please find attached the amend advert design – I have found an image in my small library of images which I believe shows new and current apprentices.

If this is okay, please advise the actual size of the advert in the paper so I can resize it for you.

Hope that this is okay.

Best regards

Jonathan

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From: James, Joanne <Joanne.James@valero.com>
Sent: 05 December 2019 14:26
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Cc: Gough, Melanie <Melanie.Gough@valero.com>
Subject: RE: Apprentice Recruitment Advertisement Design

Hi Jonathan

Mel and I have now had an opportunity to discuss the above – we particularly like the first one, but wonder if you could please swap the two photos on the left hand side (the lady in red and the sunglasses lady). Instead, is it possible to have some pictures with males and ideally one with the existing apprentices – I think Jo should have these pictures and may well have already sent some to you.

Not sure if the words on the bottom left were supposed to be in a different language, but would be good to fill this with headline points. We really like the idea of the website and wondered whether this was something you were able to

build (if so, what are the costs please)? If this is possible, would the website be able to house an application form which people can then fill in and upload their CV too?

Many thanks again

Jo

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 04 December 2019 14:46
To: James, Joanne <Joanne.James@valero.com>
Subject: RE: Apprentice Recruitment Advertisement Design

Hi Jo,

Thanks for your initial feedback – ready when you are if you wish to move forward with this.

Best regards

Jonathan

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From: James, Joanne <Joanne.James@valero.com>
Sent: 04 December 2019 14:44
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Subject: RE: Apprentice Recruitment Advertisement Design

Jonathan, these look great, thank you and I like your idea so will discuss with Mel and come back to you in the next couple of days.

Kind regards

Jo James
Manager, HR
Valero Energy Ltd
Pembroke Plant
Pembrokeshire, UK. SA71 5SJ
Tel: +44 1646 649508 Fax: +44 1646 641187
Joanne.James@Valero.com
Registered office Fifth Floor,100 Wood Street, London EC2V 7EX,England. Place of Registration : England and Wales.
Company No. 8566216.

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 04 December 2019 11:01
To: Gough, Melanie <Melanie.Gough@valero.com>; James, Joanne <Joanne.James@valero.com>
Subject: Apprentice Recruitment Advertisement Design

Hi,

I have been working on several designs for the Apprenticeship Recruitment campaign and have attached 5 advertisement concepts that may be of interest.

I think to attract the attention of your target audience – i.e. school leavers, late teens/early twenties, the message needs to be quite punchy and to the point – hence the "GET IN – GO FAR" and "ENGINEER YOUR FUTURE" messages.

I have kept the Valero corporate colour palette in all of the designs – however have tried to minimise text and utilise good imagery. The images I have used are from previous Valero projects – however you may have better or alternative images.

In keeping the text to a minimum, I did have an idea that I touched upon briefly yesterday:

As "youngsters" are normally very web savvy and look up everything using their mobile devices - using the message "ENGINEER YOUR FUTURE" we could set up a simple one page website – www.engineeryourfuture.co.uk that would detail all of the apprenticeship requirements – qualifications, capabilities, job descriptions, benefits etc... This website would be completely independent of Valero.

The site would have a simple email link for the applicant to submit their CV – this could go to any email address you wanted.

We could also set up an ENGINEER YOUR FUTURE social media account if required – again run completely independent of Valero.

The idea of the website and social media may be a bit far-fetched – however I thought I would mention it – food for thought!

I do hope that the designs are in-line with your expectations – I would be more than happy to modify any of these if required, or try and come up with some alternative design ideas.

Looking forward to your feedback in due course.

Best regards

Jonathan

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From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 03 December 2019 16:12
To: 'melanie.gough@valero.com' <melanie.gough@valero.com>; 'joanne.james@valero.com' <joanne.james@valero.com>
Subject: Apprentice Recruitment

Hello both,

Great to meet with you both earlier.

I will put some ideas together for your Apprentice Recruitment campaign and will get these over to you as soon as I can.

Best regards

Jonathan

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Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 13 December 2019 13:01
To: James, Joanne
Cc: Gough, Melanie
Subject: RE: Get in - Go far Advertisement
Attachments: Valero Apprenticeship Recruitment Advertisement - 160mm x 259mm v2.pdf

Hi,

How about this...?

Best regards

Jonathan

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From: James, Joanne <Joanne.James@valero.com>
Sent: 13 December 2019 12:25
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Cc: Gough, Melanie <Melanie.Gough@valero.com>
Subject: RE: Get in - Go far Advertisement

Many thanks Jonathan – you do not mess around!

I think we are definitely getting there and really like the bold big banners at the top about 'Get in, go far...apprentices etc'. Is there any way we could please try the bottom bit like we had it with the top banner bit like you had it?

Sorry to be a pain, thank you

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 13 December 2019 12:18
To: James, Joanne <Joanne.James@valero.com>; Gough, Melanie <Melanie.Gough@valero.com>
Subject: Get in - Go far Advertisement

Hi both,

Great to meet with you again this morning.

Please find attached the revised advert design based on your suggestion – which is the correct size for a half page advert in the WT.

I have tried to make the main message and call to action as prominent as possible and have also included a social media hashtag.

I have also attached a new "logo" for the recruitment campaign which could be used on the new website and for social media.

Hope to get the new domain registered over the weekend – so I can start work on the website early next week.

Best regards

Jonathan

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Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 13 December 2019 14:24
To: James, Joanne
Cc: Gough, Melanie
Subject: RE: Get in - Go far Advertisement
Attachments: Valero Apprenticeship Recruitment Advertisement - 160mm x 259mm v3.pdf

Hi Jo,

Another revised design for you to consider...

Best regards

Jonathan

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From: James, Joanne <Joanne.James@valero.com>
Sent: 13 December 2019 12:25
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Cc: Gough, Melanie <Melanie.Gough@valero.com>
Subject: RE: Get in - Go far Advertisement

Many thanks Jonathan – you do not mess around!

I think we are definitely getting there and really like the bold big banners at the top about 'Get in, go far...apprentices etc'. Is there any way we could please try the bottom bit like we had it with the top banner bit like you had it?

Sorry to be a pain, thank you

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 13 December 2019 12:18
To: James, Joanne <Joanne.James@valero.com>; Gough, Melanie <Melanie.Gough@valero.com>
Subject: Get in - Go far Advertisement

Hi both,

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Please find attached the revised advert design based on your suggestion – which is the correct size for a half page advert in the WT.

I have tried to make the main message and call to action as prominent as possible and have also included a social media hashtag.

I have also attached a new "logo" for the recruitment campaign which could be used on the new website and for social media.

Hope to get the new domain registered over the weekend – so I can start work on the website early next week.

Best regards

Jonathan

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Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 16 December 2019 09:42
To: James, Joanne; Gough, Melanie
Subject: RE: Engineer Your Future Website, Email & Facebook page

Hi Jo,

There's no time like the present!

Best regards

Jonathan

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From: James, Joanne <Joanne.James@valero.com>
Sent: 16 December 2019 09:40
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>; Gough, Melanie <Melanie.Gough@valero.com>
Cc: info@engineeryourfuture.co.uk
Subject: RE: Engineer Your Future Website, Email & Facebook page

Thanks Jonathan, this is great. You have had a busy weekend!

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 16 December 2019 08:33
To: James, Joanne <Joanne.James@valero.com>; Gough, Melanie <Melanie.Gough@valero.com>

Cc: info@engineeryourfuture.co.uk
Subject: RE: Engineer Your Future Website, Email & Facebook page

Good morning,

I have also set up a Twitter account for you as (according to my 16 year old daughter), this is possibly a better social media platform for engaging with young people.

Login details are:

www.twitter.com
Username : info@engineeryourfuture.co.uk
Password : Valero123

Hope that this is okay.

Best regards

Jonathan

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From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 15 December 2019 11:35
To: 'James, Joanne' <Joanne.James@valero.com>; 'Gough, Melanie' <Melanie.Gough@valero.com>
Cc: 'info@engineeryourfuture.co.uk' <info@engineeryourfuture.co.uk>
Subject: Engineer Your Future Website, Email & Facebook page

Hello both,

Hope you had a nice weekend.

Just to keep you up to date with various things I have been working on:

Website

This has now been registered and is live at www.engineeryourfuture.co.uk I have put a holding page up for now.

Email

The email address info@engineeryourfuture.co.uk has been set up and I have created a signature – which of course you can change if required.

To access your new email – please go to: https://mail.ionos.co.uk/ and enter:
Email address : info@engineeryourfuture.co.uk
Password : [redacted] (you can change this if required)

I have sent you a test email to show it is working.

Facebook

I have created a Facebook page for you and have added some basic info, business type (recruiter) and images – all of which you can change if required.

Login details for the Facebook account are:

Username : Engineeryourfuture123@gmail.com
Password : [redacted]

Once the page has some likes, we will be able to create the page username @engineeryourfuture which will make it easier to find and hashtag.

As I have mentioned above – all the content on the website, email and Facebook page can be changed if required – i.e. losing the Valero logo.

Hope that this is all okay – more than happy to further explain any of the above.

Best regards

Jonathan

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Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 16 December 2019 09:41
To: Gough, Melanie; James, Joanne
Subject: RE: Get in - Go far Advertisement
Attachments: Valero Apprenticeship Recruitment Advertisement - 160mm x 259mm FINAL.pdf

Hi Mel,

Thanks for your email.

No problem – please see attached with changes.

Not a problem to update the photos.

Best regards

Jonathan

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From: Gough, Melanie <Melanie.Gough@valero.com>
Sent: 16 December 2019 09:25
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>; James, Joanne <Joanne.James@valero.com>
Subject: RE: Get in - Go far Advertisement

Hi Jonathan

We think we are leaning towards this advert, please could you update this advert:



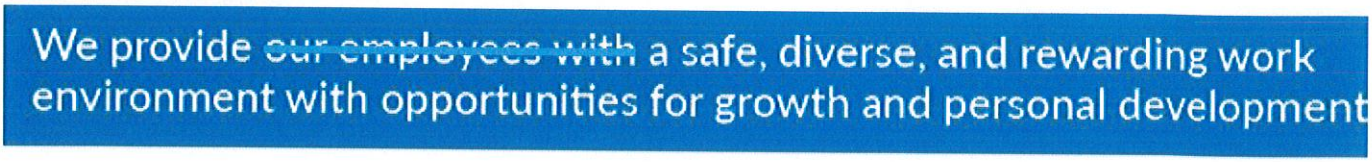
Please remove the www. And make the web address a little bigger:



This should be 150,000, not 15,000:



Please amend this to say:
We provide a safe, diverse...



I will also send through some new photos

Many thanks

Mel

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 13 December 2019 12:18
To: James, Joanne <Joanne.James@valero.com>; Gough, Melanie <Melanie.Gough@valero.com>
Subject: Get in - Go far Advertisement

Hi both,

Great to meet with you again this morning.

Please find attached the revised advert design based on your suggestion – which is the correct size for a half page advert in the WT.

I have tried to make the main message and call to action as prominent as possible and have also included a social media hashtag.

I have also attached a new "logo" for the recruitment campaign which could be used on the new website and for social media.

Hope to get the new domain registered over the weekend – so I can start work on the website early next week.

Best regards

Jonathan

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Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 16 December 2019 11:18
To: James, Joanne; Gough, Melanie
Subject: RE: Update to advert

Absolutely – shall look forward to seeing you then.

Be warned though – the florist shop is in chaos!

Best regards

Jonathan

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From: James, Joanne <Joanne.James@valero.com>
Sent: 16 December 2019 11:13
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>; Gough, Melanie <Melanie.Gough@valero.com>
Subject: RE: Update to advert

Great , thank you Jonathan. We will aim to be with you at 12.15/30 if that is ok?

Many thanks

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 16 December 2019 10:55
To: Gough, Melanie <Melanie.Gough@valero.com>

Cc: James, Joanne <Joanne.James@valero.com>
Subject: RE: Update to advert

Hi Mel,

Please find attached amended version 2 (both designs are included).

Due to the size of the actual advert, the bottom left segment has been squeezed a bit to fit.

Hope that this is okay.

Best regards

Jonathan

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From: Gough, Melanie <Melanie.Gough@valero.com>
Sent: 16 December 2019 10:04
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Cc: James, Joanne <Joanne.James@valero.com>
Subject: RE: Update to advert

I think it's a battle between the two!

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 16 December 2019 10:03
To: Gough, Melanie <Melanie.Gough@valero.com>
Cc: James, Joanne <Joanne.James@valero.com>
Subject: RE: Update to advert

Hi Me,

No problem updating this one – however I'm a bit confused – did you want to go with this one or the one I sent through earlier?

Best regards

Jonathan

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From: Gough, Melanie <Melanie.Gough@valero.com>
Sent: 16 December 2019 10:01
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Cc: James, Joanne <Joanne.James@valero.com>
Subject: Update to advert

Hi Jonathan

Following feedback this morning... please could we try this:



Please remove the 'Get in - Go Far' strapline

Move everything down and move the #EngineerYourFuture strapline to the top in large text

Change the yellow to the brighter version

Change the blue on bottom left to the brighter version

Use this logo:

Valero®
Pembroke Refinery

Jo and I can pop and see you later today if that helps?

Many thanks,

Mel

Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 07 January 2020 12:09
To: James, Joanne; Gough, Melanie
Subject: RE: Engineer Your Future Website

Hi Jo,

Of course – all done!

Thanks!

Jonathan

JustGreat Design & Print

LOGO, PRINT & WEB DESIGN

Just Great Design & Print – Logo, Print & Web Design
40 Main Street, Pembroke SA71 4NP
Tel: 07827 999 448 | 01646 200 221

www.justgreatdesign.co.uk

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From: James, Joanne <Joanne.James@valero.com>
Sent: 07 January 2020 12:01
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>; Gough, Melanie <Melanie.Gough@valero.com>
Subject: RE: Engineer Your Future Website

Hi Jonathan

Please could we use Sunday 16th February for now?

Many thanks, Jo

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 07 January 2020 09:34

To: Gough, Melanie <Melanie.Gough@valero.com>; James, Joanne <Joanne.James@valero.com>
Subject: Engineer Your Future Website

Morning!

As we are approaching D-Day for the website – have you decided on the deadline for applications?

I can put this on the website along with resetting the countdown timer.

Also, please let me know if there is anything else required or changed on the site.

Thanks!

Best regards

Jonathan

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Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 19 December 2019 11:34
To: Gough, Melanie
Subject: RE: Update to advert
Attachments: Valero Apprenticeship Recruitment Masthead Advert.pdf

Hi Mel,

How about this?

Best regards

Jonathan

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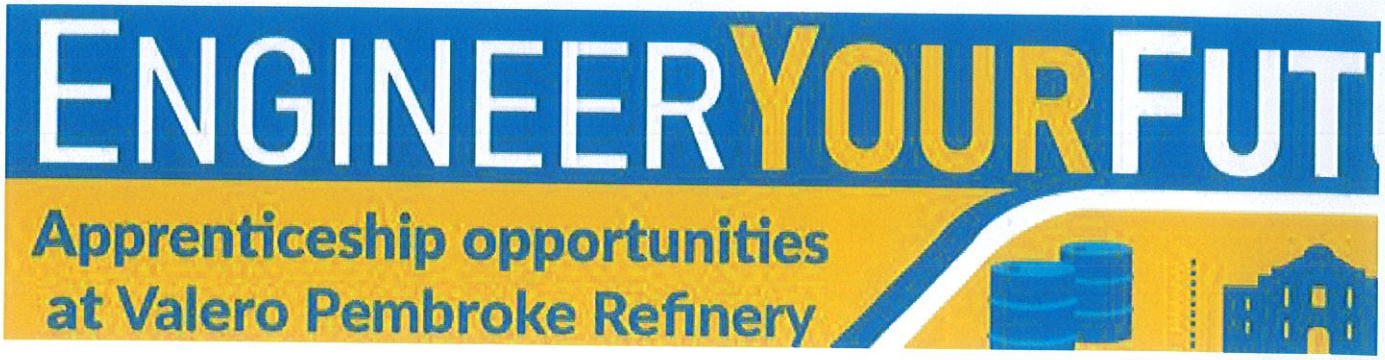
From: Gough, Melanie <Melanie.Gough@valero.com>
Sent: 19 December 2019 10:26
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Subject: RE: Update to advert

Hi Jonathan

The WT are putting a masthead banner in next week's paper as a preview of the advert that will be going out the following week.

The advert size is 3 cm x 25.9 cm

Please could you send me through this with 'Apprenticeship opportunities at Valero Pembroke Refinery coming soon in the yellow box all the way along underneath ENGINEERYOUR FUTURE



Please add this to your final quote.

Many thanks

Mel

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 16 December 2019 15:40
To: Gough, Melanie <Melanie.Gough@valero.com>; James, Joanne <Joanne.James@valero.com>
Subject: RE: Update to advert

Hello both,

Great to see you earlier.

Please find attached the artwork for the advert that we amended.

I have also made progress on the website, so if you are able to supply the following, I should be able to get it up and running in the next day or so:

- Requirements (if different to those I already have)
- Application process
- Timeline
- FAQs
- Link to the FormStack
- Anything else you want on the site

Hope that this is all okay.

Best regards

Jonathan

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From: Gough, Melanie <Melanie.Gough@valero.com>
Sent: 16 December 2019 10:09
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Cc: James, Joanne <Joanne.James@valero.com>
Subject: RE: Update to advert

Of course, that's absolutely fine.

Thank you for your patience ☺

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 16 December 2019 10:07
To: Gough, Melanie <Melanie.Gough@valero.com>
Cc: James, Joanne <Joanne.James@valero.com>
Subject: RE: Update to advert

Oh, okay.

I'll work on the redesign of the other one now.

I'm afraid with the number of design changes, the quoted cost of £60 is going to go up a bit to £75. Hope that's okay.

Best regards

Jonathan

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From: Gough, Melanie <Melanie.Gough@valero.com>
Sent: 16 December 2019 10:04
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Cc: James, Joanne <Joanne.James@valero.com>
Subject: RE: Update to advert

I think it's a battle between the two!

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 16 December 2019 10:03
To: Gough, Melanie <Melanie.Gough@valero.com>
Cc: James, Joanne <Joanne.James@valero.com>
Subject: RE: Update to advert

Hi Me,

No problem updating this one – however I'm a bit confused – did you want to go with this one or the one I sent through earlier?

Best regards

Jonathan



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From: Gough, Melanie <Melanie.Gough@valero.com>
Sent: 16 December 2019 10:01
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Cc: James, Joanne <Joanne.James@valero.com>
Subject: Update to advert

Hi Jonathan

Following feedback this morning... please could we try this:



Please remove the 'Get in - Go Far' strapline

Move everything down and move the #EngineerYourFuture strapline to the top in large text

Change the yellow to the brighter version

Change the blue on bottom left to the brighter version

Use this logo:



Jo and I can pop and see you later today if that helps?

Many thanks,

Mel

Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 20 December 2019 15:42
To: James, Joanne; Gough, Melanie
Subject: RE: Website Progress

Thanks Jo,

It's been my pleasure!

Really looking forward to helping make your recruitment campaigns a great success in 2020!

If I don't speak to you before – I wish you both a very Merry Christmas!

Best regards

Jonathan

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From: James, Joanne <Joanne.James@valero.com>
Sent: 20 December 2019 15:38
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>; Gough, Melanie <Melanie.Gough@valero.com>
Subject: RE: Website Progress

Thank you Jonathan and for all of your help this year.

Merry Christmas!

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 20 December 2019 15:27
To: James, Joanne <Joanne.James@valero.com>; Gough, Melanie <Melanie.Gough@valero.com>
Subject: RE: Website Progress

Hi both,

Just a heads up on my availability over the coming weeks.

I will be finishing on Tuesday 24th for Christmas and will be back on Monday 6th January – however I may be popping in and out of the office between then.

I am also away week commencing 13th January and back on Monday 20th January.

However it shouldn't be a problem getting the website finished and anything else you may require ready for the hundreds of applications when the WT advert goes out after Christmas.

Best regards

Jonathan

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From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 17 December 2019 10:57
To: 'James, Joanne' <Joanne.James@valero.com>; 'Gough, Melanie' <Melanie.Gough@valero.com>
Subject: Website Progress

Hi both,

Just to let you know I have uploaded content to the website www.engineeryourfuture.co.uk so you can view progress.

It is highly unlikely anyone (apart from you and I) will visit the site at the moment as it is not being promoted, nor has it been indexed (found) by Google.

Just to confirm the progress:

- Logo now has "supported by" added
- Home page has introduction and links to other pages
- Home page has countdown timer added – deadline date and time to be confirmed
- Aerial view of refinery added
- About Valero page added with text and info graphics
- Requirements page added with Application Requirements and previous apprentices image
- Application Process, Timeline and FAQs content to be added

Hope that this all okay so far – more than happy to amend text/images as required.

Best regards

Jonathan

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Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 06 January 2020 15:23
To: Gough, Melanie
Subject: RE: Additional information about the process

Hi Mel,

Just to let you know that the FAQs page has been updated.

Best regards

Jonathan

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From: Gough, Melanie <Melanie.Gough@valero.com>
Sent: 06 January 2020 13:42
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Subject: Additional information about the process

Hi Jonathan

Please could you add the following information to the FAQ's page:

Stage 1: Assessment Centre testing:

You will be invited to attend an assessment centre at Pembroke Refinery which will consist of multiple choice technical tests (maths, maintenance and reading). The tests should last no longer than two hours. Calculators are not permitted.

The dress code is casual - no shorts, open toe shoes or hooded tops

On arrival at Pembroke Refinery, please park in the Main Admin car park and report to the Main Admin Gate Security Building and ask for Melanie Gough, Associate HR Business Partner.

If you are unable to attend please let us know as soon as possible and we will try to accommodate an alternative arrangement.

Stage 2: COBRA Testing

Upon successfully passing the assessment centre you will be invited to complete the COBRA testing.

What is COBRA Testing?

COBRA is a process computer simulation test designed to determine your potential to work as a Console Operator. The test will take approximately 5 hours to complete.

Refreshments will be provided throughout the day.

The dress code is casual - no shorts, open toe shoes or hooded tops

On arrival at Pembroke Refinery, please park in the Main Admin car park and report to the Main Admin Gate Security Building and ask for Melanie Gough, Associate HR Business Partner.

Prior to entry to site, you will be required to watch a Visitor Safety Induction video, which will be 10 minutes duration, please arrive early to allow time to watch this video. You will be issued with a visitor induction card – please keep this safe as you will need to present this for all future attendance at the Refinery.

What do you need to bring?

- Official photo ID - current Passport or Driving Licence
- Original educational certificates as listed on your application

Please note, a statement of results does not qualify as a certificate. If this is all you have you need to collect your certificates from the school or college where you took your exams, otherwise you may not be able to progress to the next stage. If you have not yet taken your GCSE Exams or are due to resit this summer, your certificates will be required late August.

You must confirm your attendance by email to info@engineeryourfuture.co.uk. *If you are unable to attend please let us know as soon as possible and we will try to accommodate an alternative arrangement.*

Stage 3: Interview

If you are successful at the first two stages or the process you will be invited attend an interview.

What to expect during your interview:

The interview will be with a panel of representatives from Operations, Maintenance and Human Resources.

In preparation for the interview you should consider researching:

- The Company

- The Refinery
- The Apprenticeship Programme
- Process and maintenance equipment utilised at the refinery
- Which discipline interests you and why?

The dress code is smart and you must be clean shaven.

On arrival at Pembroke Refinery please park in the Main Admin car park, report to the Main Admin Gate Security Building and ask for Melanie Gough, Associate HR Business Partner.

What needs to be provided?

- The visitor induction card issued to you when you completed the visitor safety induction.

You must confirm your attendance by email to info@engineeryourfuture.co.uk. *If you are unable to attend please let us know as soon as possible and we will try to accommodate an alternative arrangement.*

Many thanks

Mel

Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 31 December 2019 11:55
To: Gough, Melanie
Cc: James, Joanne
Subject: RE: Website Updates

Hi Mel,

Great to speak with you earlier.

I have updated the website as follows:

- Removed the Facebook link
- Added text to the Application Process page

I have also installed a visitor counter so that you can see how many visitors the site has attracted.

Each Monday morning, both you and Jo will get an email summary report from www.statcounter.com Should you wish to dig a bit deeper with the visitor statistics, you can login to www.statcounter.com with the following details:

Username : engineeryourfuture
Password : Valero123

Hope that this is all okay – if you want to amend the text on the Application process page – please let me know – also the same with the timeline and FAQs pages (if needed at all).

In the meantime, have a Happy New Year!

Best regards

Jonathan

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From: Gough, Melanie <Melanie.Gough@valero.com>
Sent: 31 December 2019 11:01
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Subject: RE: Website Updates

Hi Jonathan

That's great – thanks for the update.
I am in today, off tomorrow and back in Thursday and Friday!

Mel

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 31 December 2019 10:56
To: Gough, Melanie <Melanie.Gough@valero.com>
Subject: RE: Website Updates

Hi Mel,

I have made the changes as requested to the website and these are now live.

Couple of things to note:

- The font I am using is a standard web font – I have used this as it will display correctly on all devices. By using a special font – such as a Valero font, the text may appear incorrect.
- The countdown timer is a bit limited with its styling – hope that this is now okay.

Will have a look at the Formstack now.

By the way, are you in today if I need to have a quick chat about the form?

Best regards

Jonathan

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From: Gough, Melanie <Melanie.Gough@valero.com>
Sent: 30 December 2019 11:41
To: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Subject: FW: Website Updates

Hi Jonathan

Please see comments below from Jo.

I am going to send you over the info for the application form shortly too.

Many thanks

Mel

From: James, Joanne
Sent: 23 December 2019 09:47
To: Gough, Melanie <Melanie.Gough@valero.com>
Subject: Website Updates

Hi Mel. I have put together a list below – please can you add your amends as may be easier to send over all in one. Do you think we can also ask for the font to change – maybe to that used in the Valero logo?:

Hi Jonathan

Thank you so much for the website it is looking great. Just wondered if we could have a last few tweaks please:

- Home page
    1. Please can we change the picture to the yellow bubble which is now showing first under 'About Valero'. No need to include a picture of the refinery.
    2. Please can we make the countdown timer bigger and switch it around so it is a yellow background with blue/white writing

- About Valero - Please can we move the yellow bubble with images on to the home page (as above in 1) and then show the following slides from the attached slideshow (with the symbols at the top of the slide as you have now would be great, thanks):
    1. Slide 1 as an overview
    2. Refining slide 7
    3. Ethanol Slide 10
    4. Renewable diesel slide 12
    5. Guiding Principles Slide 14
    6. Environmental slide 17

- Please can we include a home button or make it more clear that the EYF logo in top left is the home button.

Many thanks

Jo James
Manager, HR
Valero Energy Ltd
Pembroke Plant
Pembrokeshire, UK. SA71 5SJ
Tel: +44 1646 649508 Fax: +44 1646 641187
Joanne.James@Valero.com
Registered office Fifth Floor,100 Wood Street, London EC2V 7EX,England. Place of Registration : England and Wales.
Company No. 8566216.

Meeting Notes

Date/Time of Meeting: 13/12/2019 10:00 hours

Present: Jo James (Manager Human Resources), Mel Gough (Assoc. HRBP), Jonathan Grimes (Just Great Design)

The purpose of the meeting is to review the progress of the advertisement and discuss the technicalities of setting up a webpage and social media platforms.

Actions Agreed:

- Purchase the domain www.engineeryourfuture.co.uk
- Website to include the following pages
    - Home Page
    - About Valero (content from slides to be agreed)
    - Requirements
    - Application Process
    - Frequently Asked Questions or Help/Support Page
    - Link to Apply Online
    - Link to Social Media platforms
    - Counter for application deadline
- MG to research application form options, questions and platform to use online
- JG to amend advert as agreed

Gough, Melanie

From: James, Joanne
Sent: 07 January 2020 10:02
To: Gough, Melanie
Subject: FW: Engineer Your Future Website

How long do we normally give? 23rd Feb seems like a reasonable amount of time given we have the 2 adverts and are doing it at an unusual time of year?

From: Jonathan Grimes - Just Great Design [mailto:jonathan@justgreatdesign.co.uk]
Sent: 07 January 2020 09:34
To: Gough, Melanie <Melanie.Gough@valero.com>; James, Joanne <Joanne.James@valero.com>
Subject: Engineer Your Future Website

Morning!

As we are approaching D-Day for the website – have you decided on the deadline for applications?

I can put this on the website along with resetting the countdown timer.

Also, please let me know if there is anything else required or changed on the site.

Thanks!

Best regards

Jonathan

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Gough, Melanie

From: Jonathan Grimes - Just Great Design <jonathan@justgreatdesign.co.uk>
Sent: 08 January 2020 08:00
To: James, Joanne; Gough, Melanie
Subject: WT Advert

Morning!

Just seen the advert in the WT – looks great and really stands out.

I'll update you with how many hits the website has had in the next few days.

Best regards

Jonathan

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EV (25)

Blwyddyn Newydd Dda 2020 Happy New Year

Western TELEGRAPH

Wednesday, January 1, 2020 westerntelegraph.co.uk £1.20

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Valero Pembroke Refinery
Apprenticeship opportunities at Valero Pembroke Refinery coming soon

Emergency services close A477 after body found on carriageway

Man dead on road

By Bruce Sinclair
01437 761754
bsi@westerntelegraph.co.uk
Twitter @WTelegraph

A MAN'S body was found on the A477 road near Kilgetty by emergency services on Monday morning, December 30.

A Dyfed-Powys Police spokesman said: "Police were called to the A477 near Wisemans Bridge at around 5.50am, following a report of a man lying on the carriageway.

"Sadly, he was pronounced deceased at the scene.

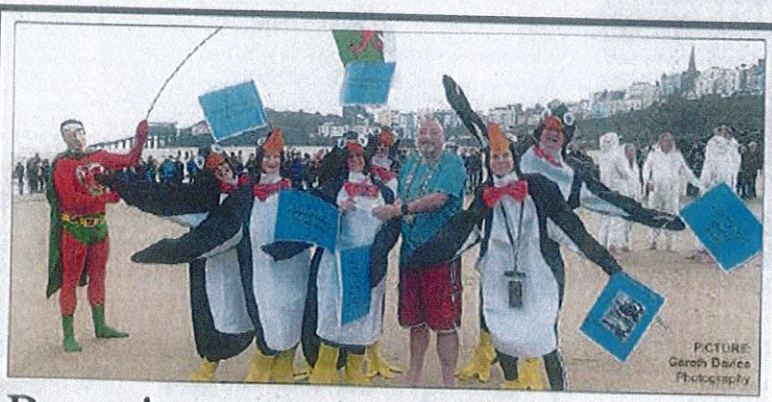
"Our thoughts are with his family at this time."

The main A477 road was shut for around four hours while emergency services attended.

Tenby firefighters attended the incident, providing traffic screening for the police.

The firefighters received the callout at 6.42am.

The road was closed from the Red Roses turn-off (Red Roses) to the A478 (Kilgetty roundabout, Kilgetty), reopening shortly before 10am.



PICTURE: Gareth Davies Photography

Penguins p-p-pick up swim prizes

Penguins, polar bears and Greta Thunberg look-alikes were at large as the Tenby Boxing Day Swim took to the water with a 'climate change' fancy dress theme.

Caerphilly Penguin Parade received the group fancy dress prize from town mayor Tony Brown.

● See pages 2 and 3 for more.



BEM Honour

FORMER Western Telegraph reporter Sybil Edwards (pictured above) has been awarded the British Empire Medal.

● See page 8.

Dad dies after collision

A DEVOTED family man has died after a collision with a car on Christmas Day in Pembroke.

● See page 5.

MBE for mum

A MUM who set up a charity after the loss of her husband and son has been awarded an MBE.

● See page 6.



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EV (26)

Stalking victim: 'I'm always looking over my shoulder'

A MENTAL health support worker was stalked after she rejected romantic advances from a former client.

By court reporter
wtnews@westerntelegraph.co.uk
Twitter: @WTelegraph

Daniel Lee Cook, 25, appeared at Haverfordwest magistrates court for sentencing on Monday, January 6, having previously pleaded guilty to a charge of stalking.

Cook, of Blaenwern, Newcastle Emlyn, admitted attempting to contact his former mental health support worker in Haverfordwest on numerous occasions and sending her gifts after being told to leave her alone, between February 1 and 27.

The bench heard Cook had sent unwanted gifts and messages to the woman and turned up at her work place.

In a statement read to the court, the victim stated Cook's actions had increased her anxiety and caused a 'high amount of stress and worry'.

She said. "I feel I am constantly looking over my shoulder."

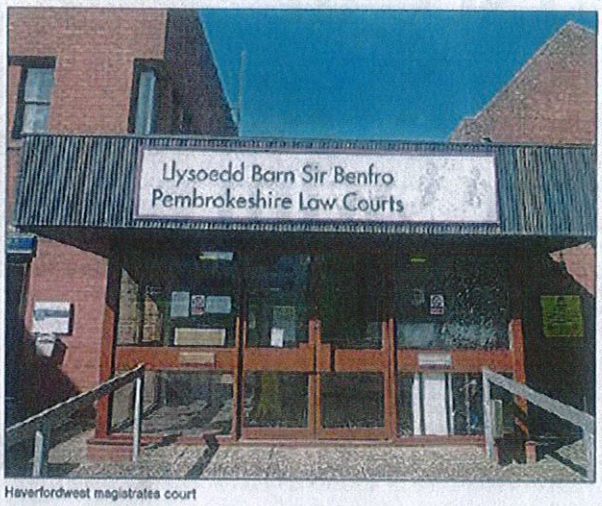
Mike Kelleher, defending, said Cook had mental health issues and had difficulty in recognising social signs given off by people.

"She is an attractive young lady who was meant to be helping Daniel, but he took it entirely the wrong way. In his mind he thought she was attracted to him. He was certainly attracted to her, but it was unwanted attention."

Mr Kelleher added that Cook spent six months as an inpatient on a mental health ward following the incident, and was continuing to have support for his issues.

Magistrates imposed a 12-month community order with a 15-day rehabilitation activity requirement.

Cook was fined £80 and ordered to pay £85 costs and an £85 surcharge. A restraining order was imposed.



Haverfordwest magistrates court

In Brief

Drunk, disorderly man costs £233

A NIGHT out cost a drunk and disorderly Goodwick man £233.

Gareth Owen, of Preselly Crescent, Stop and Call, pleaded guilty to being drunk and disorderly in a public place when he appeared at Haverfordwest magistrates court on New Year's Eve.

Prosecutor Sian Vaughan said door staff in Quay Street, Haverfordwest, flagged down police officers on December 15 because they were having difficulties dealing with Owen, who had been ejected from nearby premises.

"He was arguing with door staff, and continued to be aggressive towards officers."

Owen, 35, swore at the police and was uncooperative.

The father-of-four was arrested for being drunk and disorderly.

Owen, who represented himself, said: "I just drank too much that night and I'm really sorry for the inconvenience."

Magistrates fined Owen £116 and ordered him to pay £85 costs and a £32 surcharge.

The chairman of the bench said: "It was a bit of a silly incident and sadly one that has cost you £233."

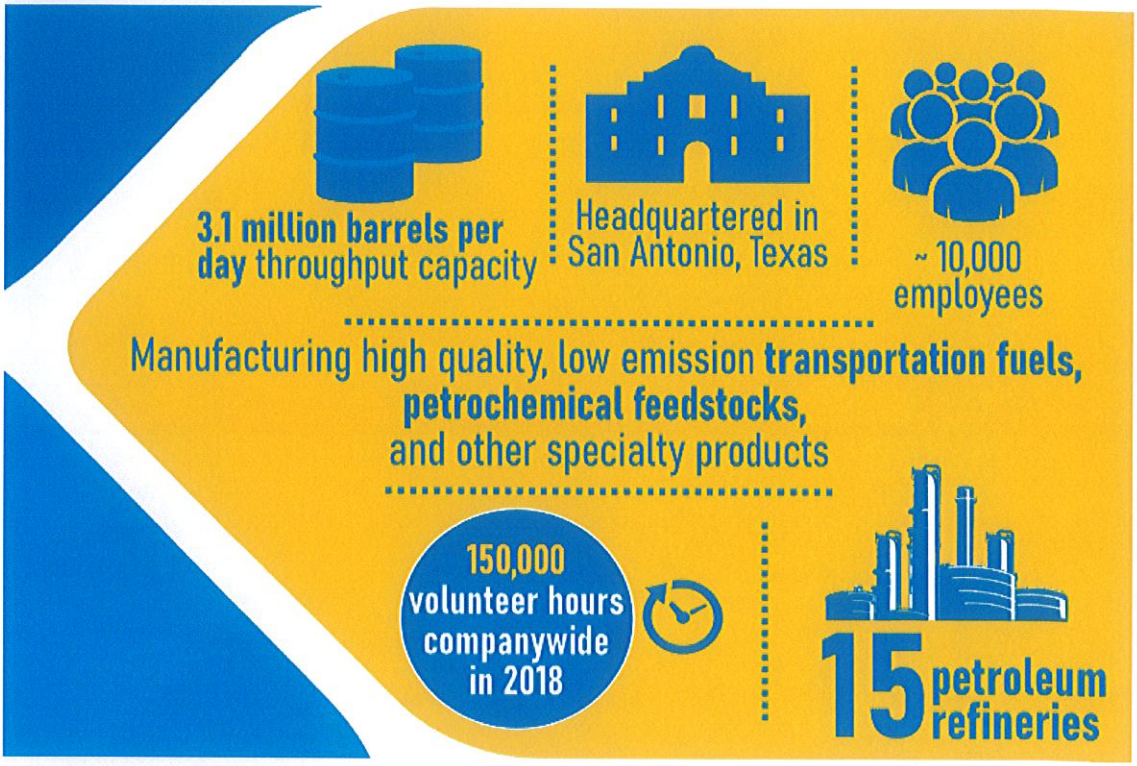
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EV (27)

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ABOUT VALERO



Valero Energy Corporation is an international manufacturer and marketer of transportation fuels and petrochemical products.

Valero is a Fortune 50 company based in San Antonio, Texas, and it operates 15 petroleum refineries with a combined throughput capacity of approximately 3.1 million barrels per day and 14 ethanol plants with a combined production capacity of 1.73 billion gallons per year.

Valero acquired the Pembroke Refinery in Wales from Chevron, along with related marketing and logistics assets throughout the United Kingdom and Ireland, marking the company's entry into Western Europe under Valero Energy Ltd.

The Pembroke plant is one of Western Europe's largest and most complex refineries, with a total throughput capacity of 270,000 barrels per day, and a Nelson complexity rating of 11.8. The plant employs about 600 people, with roughly 400 contractors.



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- A developed interest in Process Operations or Mechanical, Instrument or Electrical Maintenance

- The right drive and attitude to achieve and progress

- The capability of learning higher level skills in a systematic way under the guidance of experienced practitioners to emerge as a skilled worker in your own right

- The ability to work at or above QCF Diploma (NVQ level 3), National Certificate and have a competence in using IT, solving problems and working as a team

...the the sky is the limit. An apprenticeship is your opportunity to learn while you earn and put these skills straight into action.

Successful candidates will complete one year full time study at Pembrokeshire College, followed by further training and assessment on site at the Refinery.

APPLICATION PROCESS

To apply for the Valero Sponsored Apprenticeship Programme you will need to complete an online application form.

PLEASE NOTE THAT THIS FORM MUST BE COMPLETED IN ONE SESSION - IT IS NOT POSSIBLE TO SAVE THE FORM AND RETURN TO IT AT A LATER TIME.

We therefore recommend that you are fully prepared to answer the questions, which include:

- UK Residency Rights
- Education History
- Why you would like to join the Valero Sponsored Apprenticeship Programme?
- Details of Work Experience
- Employment History
- References

If you are ready to apply - please click the link below. The application form will open in a new window.

Successful applicants will be asked to attend an assessment at Valero Pembroke Refinery.

Unsuccessful applicants will be advised by email.

FREQUENTLY ASKED QUESTIONS

Stage 1: Assessment Centre testing:

You will be invited to attend an assessment centre at Pembroke Refinery which will consist of multiple choice technical tests (maths, maintenance and reading). The tests should last no longer than two hours. Calculators are not permitted.

The dress code is casual - no shorts, open toe shoes or hooded tops

On arrival at Pembroke Refinery, please park in the Main Admin car park and report to the Main Admin Gate Security Building and ask for Melanie Gough, Associate HR Business Partner.

If you are unable to attend please let us know as soon as possible and we will try to accommodate an alternative arrangement.

Stage 2: COBRA Testing

Upon successfully passing the assessment centre you will be invited to complete the COBRA testing.

What is COBRA Testing?

COBRA is a process computer simulation test designed to determine your potential to work as a Console Operator. The test will take approximately 5 hours to complete.

Refreshments will be provided throughout the day.

The dress code is casual - no shorts, open toe shoes or hooded tops

On arrival at Pembroke Refinery, please park in the Main Admin car park and report to the Main Admin Gate Security Building and ask for Melanie Gough, Associate HR Business Partner.

Prior to entry to site, you will be required to watch a Visitor Safety Induction video, which will be 10 minutes duration, please arrive early to allow time to watch this video. You will be issued with a visitor induction card – please keep this safe as you will need to present this for all future attendance at the Refinery.

What do you need to bring?

- Official photo ID - current Passport or Driving Licence
- Original educational certificates as listed on your application

Please note, a statement of results does not qualify as a certificate. If this is all you have you need to collect your certificates from the school or college where you took your exams, otherwise you may not be able to progress to the next stage. If you have not yet taken your GCSE Exams or are due to resit this summer, your certificates will be required late August.

You must confirm your attendance by email to info@engineeryourfuture.co.uk If you are unable to attend please let us know as soon as possible and we will try to accommodate an alternative arrangement.

Stage 3: Interview

If you are successful at the first two stages or the process you will be invited attend an interview.

What to expect during your interview:

The interview will be with a panel of representatives from Operations, Maintenance and Human Resources.
In preparation for the interview you should consider researching:

- The Company
- The Refinery
- The Apprenticeship Programme
- Process and maintenance equipment utilised at the refinery
- Which discipline interests you and why?

The dress code is smart and you must be clean shaven.

On arrival at Pembroke Refinery please park in the Main Admin car park, report to the Main Admin Gate Security Building and ask for Melanie Gough, Associate HR Business Partner.

What needs to be provided?

- The visitor induction card issued to you when you completed the visitor safety induction.

You must confirm your attendance by email to info@engineeryourfuture.co.uk If you are unable to attend please let us know as soon as possible and we will try to accommodate an alternative arrangement.

Welcome to the Valero supported apprenticeship programme application form.

Start

EV (28)

From: Gough, Melanie
Sent: 30 December 2019 11:59
To: 'Jonathan Grimes - Just Great Design' <jonathan@justgreatdesign.co.uk>
Subject: Application Form
Importance: High

Hi Jonathan

Hope you had a lovely Christmas!

The application form we've been using is on Formstack.

https://www.formstack.com/

The email address is [redacted]
The password is [redacted]



We've set up a form that we think is pretty much complete.

However, we have encountered a couple of problems along the way - it doesn't look like applicants are able to start a form, save it and then return to it a t a later date. This is particularly important to us as the form is lengthy and applicants may need to leave the application to go and dig around for certificates etc. Also, the form doesn't email candidates to say that their application has been submitted. It may well be something that can be changed in the settings, but I can't seem to get it to work. There's also no online chat available for instant help and guidance!

On that basis, you mentioned that you used a different type of application form. Are you able to transfer the questions from the form we've created to one that you know works? I've attached a PDF of a dummy application I submitted so you can see the format of the form.

I am happy to come and sit with you to go through the form in necessary?

Many thanks,

Mel

EV (29)

From: Muehlbauer, Karen
Sent: 08 January 2020 18:01
To: James, Joanne < >; Allen, Richard < >; Hicks, Denise < >; Muehlbauer, Joseph < >; Tomp, Ed < >; Jevons, Tony < >; Bellmaine, Jason < >; Pouton, Andrew < >
Cc: Gough, Melanie < >;
Subject: RE: Apprenticeship Recruitment

That is great news and I like the campaign.

Best,

Karen Muehlbauer
Director Environmental and Safety Affairs

Valero Energy Ltd
Pembroke Refinery
Pembroke
Pembrokeshire SA71 5SJ
Tel +44[0]1646 649250
Mobile +44 [0] 7786 684404

Registered office: Fifth Floor, 100 Wood Street, London EC2V 7EX. Place of Registration : England and Wales.
Company No. 8566216

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From: James, Joanne
Sent: 08 January 2020 16:57
To: Allen, Richard < >; Hicks, Denise < >; Muehlbauer, Joseph < >; Muehlbauer, Karen < >; Tomp, Ed < >; Jevons, Tony < >; Bellmaine, Jason < >; Pouton, Andrew < >
Cc: Gough, Melanie < >;
Subject: Apprenticeship Recruitment

Hi All

As you know that we have changed the apprentice recruitment this year as we are trying to target people through enhancing our social media presence. We have done this with a fresh campaign called 'Engineer Your Future'. We are still using the Western Telegraph to advertise and our first advert is in this week's issue (attached). Additionally we have made an 'Engineer Your Future' webpage, Facebook page and Twitter page. Through these platforms we hope to attract particular local groups of people, including females.

The main reason for the email was just to say if you see the campaign on social media we would be grateful for a 'follow", "like" and a "share' to help us raise the profile and reach as many of our future generation as is possible.

We are very excited about this new campaign and hope you like it. We will be monitoring the success to inform how we move forward in future.

Many thanks

Jo James
Manager, HR

Valero Energy Ltd
Pembroke Plant
Pembrokeshire, UK. SA71 5SJ

Joanne.James@Valero.com
Registered office Fifth Floor,100 Wood Street, London EC2V 7EX,England. Place of Registration : England and Wales. Company No. 8566216.

Note, Contact details and email addresses have been redacted as appropriate

EV (30)

statcounter

Weekly Analytics Report

http://www.engineeryourfuture.co.uk

6 Jan - 12 Jan 2020

Average Daily Traffic

Page Views	Unique Visits	First Time Visits	Returning Visits
293.3 ▲	109.6 ▲	86.7 ▲	22.9 ▲
Prev Week	Prev Week	Prev Week	Prev Week
5.1	1.4	1	0.4

Daily Traffic Breakdown

	Page Views	Unique Visits	First Time Visits	Returning Visits
Mon	101	30	18	12
Tue	29	14	2	12
Wed	282	125	92	33
Thu	274	90	53	37
Fri	171	68	54	14
Sat	125	57	33	24
Sun	1,071	383	355	28
Total	**2,053**	**767**	**607**	**160**
Avg	293	110	87	23

Popular Pages

Page Views	Page
412	http://engineeryourfuture.co.uk/
344	http://www.engineeryourfuture.co.uk/
253	http://engineeryourfuture.co.uk/requirements.html

215	http://www.engineeryourfuture.co.uk/requirements.html
123	http://engineeryourfuture.co.uk/application-process.html
122	http://www.engineeryourfuture.co.uk/application-process.html
110	http://engineeryourfuture.co.uk/faqs.html
97	http://www.engineeryourfuture.co.uk/faqs.html
82	http://www.engineeryourfuture.co.uk/about-valero.html
76	http://engineeryourfuture.co.uk/about-valero.html
63	http://engineeryourfuture.co.uk/?utm_source=www.westerntelegraph.co.uk
41	http://www.engineeryourfuture.co.uk/index.html
24	http://engineeryourfuture.co.uk/index.html
9	http://engineeryourfuture.co.uk/?utm_source=Newsquest_www.westerntelegraph.co.uk&utm_medium=AdProductInterscroller&utm_campaign=HAV1524298
3	http://engineeryourfuture.co.uk/?utm_source=Newsquest_www.westerntelegraph.co.uk&utm_medium=AdProductInterscroller&utm_campaign=HAV1524298

Came From - Domain Only

Referrals	Referring Link
586	https://m.facebook.com
267	No referring link
26	https://www.facebook.com
14	https://l.facebook.com
10	https://www.google.com
8	https://www.google.co.uk
7	http://lm.facebook.com
5	https://t.co
2	http://adclick.g.doubleclick.net
2	android-app://com.google.android.googlequicksearchbox
1	http://www.bing.com

Keyword Analysis

Referrals	Search Term	%
1	amazon	100.00%

City

Page Views	City	Region	Country

276	Pembroke Dock	Pembrokeshire	United Kingdom
147	Blackwood	Caerphilly	United Kingdom
100	(unknown city)		United Kingdom
96	(unknown city)		India
92	London	London	United Kingdom
57	Cardiff	Cardiff	United Kingdom
37	Pembroke	Pembrokeshire	United Kingdom
37	Weybridge	Surrey	United Kingdom
31	Earls Court	Kensington and Chelsea	United Kingdom
30	Glasgow	Glasgow City	United Kingdom
24	Haverfordwest	Pembrokeshire	United Kingdom
23	Milford Haven	Pembrokeshire	United Kingdom
22	Hackney	Hackney	United Kingdom
21	Ammanford	Carmarthenshire	United Kingdom
20	Bridgend	Bridgend	United Kingdom

ISP

Page Views	ISP	City	Country
865	Bt	-	United Kingdom
282	Sky Broadband	-	United Kingdom
139	Talktalk	-	United Kingdom
136	Orange Mobile	-	United Kingdom
94	Vodafone India	-	India
65	Vodafone Limited	-	United Kingdom
53	Ee High Speed Internet	-	United Kingdom
49	Three	-	United Kingdom
37	Pembrokeshire County Council	Pembroke	United Kingdom
29	Orange Gprs Service	-	United Kingdom
29	Telefonica O2 Uk	-	United Kingdom
27	Plusnet	-	United Kingdom
26	Virgin Media	-	United Kingdom
26	Vodafone	-	United Kingdom
24	Bt Public Internet Service	-	United Kingdom

Entry Pages

Page Views	Entry Page
277	http://engineeryourfuture.co.uk/
194	http://www.engineeryourfuture.co.uk/
47	http://engineeryourfuture.co.uk/?utm_source=www.westerntelegraph.co.uk
10	http://engineeryourfuture.co.uk/
6	http://www.engineeryourfuture.co.uk/requirements.html
5	http://www.engineeryourfuture.co.uk/
5	http://engineeryourfuture.co.uk/?utm_source=Newsquest_www.westerntelegraph.co.uk&utm_medium=AdProductInterscroller&utm_campaign=HAV1524298
3	http://www.engineeryourfuture.co.uk/about-valero.html
2	http://www.engineeryourfuture.co.uk/application-process.html
2	http://engineeryourfuture.co.uk/requirements.html
2	http://engineeryourfuture.co.uk/application-process.html
2	http://engineeryourfuture.co.uk/?utm_source=Newsquest_www.westerntelegraph.co.uk&utm_medium=AdProductInterscroller&utm_campaign=HAV1524298
1	http://www.engineeryourfuture.co.uk/requirements.html?fbclid=IwAR26pSeoJ-cuu11NYbLfvqSlUXsep9glCOTUOGD6D6QFNsT3XuZ438M08x4
1	http://www.engineeryourfuture.co.uk/faqs.html
1	http://www.engineeryourfuture.co.uk/about-valero.html?fbclid=IwAR1FnaTm7DeeSwZS1pz_uBlRGpmB3Aw6qTGMmYu_kW0Z91-lnzz_fJTN4u8

Exit Pages

Page Views	Exit Page
152	http://engineeryourfuture.co.uk/
97	http://www.engineeryourfuture.co.uk/
67	http://engineeryourfuture.co.uk/requirements.html
65	http://www.engineeryourfuture.co.uk/requirements.html
39	http://engineeryourfuture.co.uk/?utm_source=www.westerntelegraph.co.uk
34	http://engineeryourfuture.co.uk/faqs.html
29	http://www.engineeryourfuture.co.uk/faqs.html
20	http://engineeryourfuture.co.uk/application-process.html
18	http://www.engineeryourfuture.co.uk/application-process.html
16	http://engineeryourfuture.co.uk/about-valero.html
10	http://www.engineeryourfuture.co.uk/about-valero.html
9	http://engineeryourfuture.co.uk/index.html
6	http://engineeryourfuture.co.uk/

5	http://engineeryourfuture.co.uk/?utm_source=Newsquest_www.westerntelegraph.co.uk&utm_medium=AdProductInterscroller&utm_campaign=HAV1524298
2	http://www.engineeryourfuture.co.uk/index.html

Country

Page Views	Country	%
1,880	United Kingdom	91.57%
108	India	5.26%
23	Ireland	1.12%
18	United States	0.88%
8	Saudi Arabia	0.39%
7	Spain	0.34%
3	South Africa	0.15%
3	New Zealand	0.15%
2	Europe	0.10%
1		0.05%

Search Engine Wars

Referrals	Search Engine	%
10	www.google.com	47.62%
8	www.google.co.uk	38.10%
2	google.com	9.52%
1	www.bing.com	4.76%

Browsers

Page Views	Browser	%
849	iPhone	41.35%
601	Chrome for Androi	29.27%
291	IE 11.0	14.17%
105	Chrome 79.0	5.11%
62	Samsung Internet 10.2	3.02%
39	Safari 13.0	1.90%
38	Safari iPad	1.85%
12	Edge 18.18	0.58%
11	Android	0.54%

7	Samsung Internet 11.0	0.34%
5	Unknown	0.24%
5	Firefox 71.0	0.24%
3	Unknown	0.15%
3	Samsung Internet 9.0	0.15%
3	Edge 17.17	0.15%

Exit Links

Clicks	Exit Link
89	https://valero-cptjx.formstack.com/forms/valero_sponsored_apprenticeship_programme_application
14	https://www.facebook.com/EngineerYourFuture/
14	https://twitter.com/JoanneJ59994570
2	http://www.twitter.com/EngYourFuture
2	http://www.tickcounter.com/countdown/1687614/my-countdown
2	http://www.tickcounter.com/countdown/1671150/apprenticeship-applications-close-in
2	http://www.tickcounter.com/

Visit Length

Visits	Length
208	Less than 5 secs
84	From 5 secs to 30 secs
219	From 30 secs to 5 mins
33	From 5 mins to 20 mins
17	From 20 mins to an hour
46	Longer than an hour

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice

Activity 4: Work collaboratively with others, as a member of a team or working group

Word Count: 1057

Student Name: Melanie Gough
Student Number: 1910141
CIPD Membership Number: 54660544

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

Signed: 

Date: 12/01/2020

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Conclusion 7
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Executive Summary

This report explains why HR Professionals need teamwork skills and discusses the concept of group dynamics and the characteristics of effective teams. It also explains political behavior in organisations and how it can impact positively and negatively on the achievement of organisational objectives. The report underpins the recommendation that HR Professionals need to be aware of how team work skills and political behavior in organisations can impact positively and negatively on the achievement of organisational objectives.

Introduction

This report provides an overall explanation of the concept of group dynamics and explains how political behavior in organisations can impact the achievement of organisational objectives.

Main body

HR Professionals need good teamwork skills as they need to work effectively with colleagues, the wider organisation and external stakeholders. It is important for HR Professionals to understand the dynamics of group situations in order to avoid *"losses in both organisational productivity and individual motivation."* (Taylor & Woodhams, 2016, p. 83).

In the 1970s, Belbin carried out research which revealed that the success of a team was dependent on the behaviours displayed by the team members. This led to the identification of nine clusters of behaviour, now known as 'Belbin Team Roles'. A Team Role came to be defined as: *"A tendency to behave, contribute and interrelate with others in a particular way."* (Belbin, 2016) A team can be made up of any number of individuals, but the following Belbin Team Roles must be present for a team to be successful.

The Plant is the team role with a creative flair and innovative ideas. With a talent for challenging the norm and solving complex problems, their contribution to the team is usually more valuable at the initiation stage or when the project reaches a plateau. They can become preoccupied easily, meaning that their communication skills are compromised. Every team needs a Plant, but too many in one team means they can compete with each other to promote their own ideas which can be counterproductive.

The Resource Investigator is the outgoing and enthusiastic team role. With a natural flair for negotiation and communication, they are the ideal person to make connections with internal and external stakeholders. While they don't have the creativity to provide original ideas themselves, they are effective at supporting other people's ideas. However, they can lose their interest and enthusiasm quickly if they are not kept motivated by others

The Coordinator is the team role that coordinates to the team and the task. They understand the aims and objectives of the team well and are good as organising the team to work towards a common goal. They have a talent for identifying strengths and weaknesses in other team members, which makes them good at delegation. However, their need to delegate can sometimes be interpreted as manipulative as it is seen as offloading work to others.

The Shaper is driven by goals and focused on meeting deadlines. Whilst they are dynamic and courageous individuals always pushing themselves to overcome barriers and deliver results, their assertive manner combined with their competitive and argumentative nature can often offend other people's feelings.

The Monitor Evaluator is the sensible team role. Their strengths lie in analysing problems and evaluating ideas, with an aptitude for critical thinking. Dealing predominantly with the facts, they like to consider all factors carefully to inform consistent decision making. Their lack of enthusiasm and somewhat serious nature, can make them seem boring to other team members.

The Implementer is the role that team members rely on for practicality and efficiency. Their self-disciplined, reliable and hard-working ethos make them an asset to any team. They have a methodical, logical and realistic approach to problem-solving. However, they but don't like change which can make them reluctant to consider new ways of doing things.

The Teamworker is the underappreciated team role. Their social and interpersonal skills set them apart from other team members, with their mild and caring temperament and good listening skills. They excel in a harmonious environment and go out of their way to avoid conflict and confrontational situations.

The Completer-Finisher is the perfectionist of the team, striving to meet strict deadlines while maintaining an exceptional standard of work. Their contribution to the team is invaluable when tasks require attention to detail and a high degree of accuracy. Completer-Finishers are not natural delegators as their overriding need for perfection and precision can make them reluctant trust anyone to work to their own high standards.

The Specialist has a thirst for knowledge and is the 'go to' person for expert advice. Their in-depth knowledge make them an invaluable contributor in a team setting. They take their learning seriously and can become defensive and even offended when questioned or challenged on their knowledge or expertise.

It's important to understand that no team role is better or worse than another. Each team role has its strengths that contribute to the success of the team. HR Professionals also need to recognise that many factors can affect the dynamics of a team. From the nature of the team members and the structure of the team, to the power and status issues and leadership influence.

Huczynski and Buchanan (2010) highlight that powerplays and the negative use of political activity can hamper a group's effectiveness. (Armstrong & Taylor, 2017) While Kakabadse (1983) suggests that *"Politics in an organization is a process of influencing individuals and groups of people to your point of view, where you cannot rely on authority. In this sense a political approach can be legitimate as long as the ends are justifiable from the viewpoint of the organization."* (Armstrong & Taylor, 2017)

Political behaviour exists in all organisations, and it can have a positive impact on the achievement of organisational objectives when it is used legitimately and with good intentions. However, in order to avoid a negative impact on the achievement of organisational objectives, Political behaviour must be managed and controlled. Organisational politics should not be about power manipulation, hidden agendas or winning at the expense of others as this will simply encourage a counter-productive and negative working environment that lacks trust and promotes self-interest. Political behaviour should be about providing the basis for competitive advantage, through the use of ethical and well-balanced negotiation and influence to promote a productive and positive working environment.

Conclusion

The aim of this report was to provide an overall explanation of why HR Professionals need teamwork skills, the characteristics of effective teams and how political behavior in organisations can impact on the achievement of organisational objectives. The report highlights the concept of group dynamics and explains the positive and negative impact of political behavior on achieving organisational objectives.

Recommendations

HR Professionals need to be aware of how team work skills and political behavior in organisations can impact positively and negatively on the achievement of organisational objectives.

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Qualification: CIPD Diploma in Applied Human Resources

Module Name: Developing Professional Practice

Activity 5: Apply CPD techniques to devise, implement and review a personal development plan

Word Count: N/A

Student Name: Melanie Gough
Student Number: 1910141
CIPD Membership Number: 54660544

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

Signed: 

Date: 11/01/2020

My CPD Map is CIPD's Continuing Professional Development (CPD) tool for HR practitioners. It can be used to support my HR career, development and learning through a series of self-assessments which are relevant to my current role, my future development and my areas of interest in Human Resources. I have undertaken a self-assessment against the following areas of the HR Profession Map. *(EV 31)*

Core areas:
Insight, Strategy and Solutions
Leading HR

Professional areas:
Service Delivery and Information
Employee Relations
Learning and Development

Behaviours:
Curious
Decisive Thinker
Driven to Deliver
Personally Credible

I have assessed myself at the level I am currently working at, which is Technician. The self-assessment identifies my strengths and my gaps for my current level for each of the professional areas and behaviours that I have assessed against.

I have chosen four development needs as part of my development plan: *(EV 37)*

Employee Relations

- *Research the background to legislative change. Keep abreast of national consultation on the employment law agenda through sources such as the government website.*

My self-assessment indicates that my knowledge and skills in Employee Relations are emerging. Working in Employee Relations means ensuring that the relationships between the organisation and its employees are appropriately managed, by adhering to a clearly defined framework that is built upon the organisation culture, practices, policies and law.

At Technician level I need to support my Employee Relations colleagues in creating an environment where relations between employees and management are positive, where conflict can be managed effectively and where individual differences are resolved in a constructive way. I need to ensure that employment law is adhered to at all times and will be responsible for collecting and recording Employee Relations data accurately.

My gaps for my current level are:

- Providing accurate and appropriate advice and information about employee relations policies and practices
- Giving advice, training and support to individuals and managers to encourage a positive work environment
- Current employment law
- Methods for communicating employee policies and procedures
- Maintaining accurate and up-to-date documentation, information and records, in line with legislation
- Monitoring HR activity to ensure it complies with employee relations plans and legislation
- Working with managers and employees to ensure they are adhering to the organisation's values and behaviours in everyday practice
- Key employee relations issues

Service Delivery and Information

- *Identify systems and processes in my role that I can become an 'expert user' of. Use my expertise to feedback suggestions for improvement and to coach team members.*

My self-assessment indicates that my knowledge and skills in Service Delivery and Information are emerging. Working in Service Delivery and Information means ensuring the highest levels of customer-focused HR service delivery across the entire employee lifecycle.

At Technician level I need to use technology to deliver a customer-focussed HR service. I need to ask questions and collect and analyse data to understand the needs of my customers and provide management with information relating to service levels and costs. I will also need to draw on the organisation's HR policies and procedures to help resolve issues for employees and managers.

My gaps for my current level are:

- Collecting, analysing and reporting on data relating to service performance levels
- The service delivery targets for your organisation
- Providing an HR service which is focused on the customer, asking the right questions to meet their needs
- Keeping accurate records of HR cases and issues
- Ensuring compliance with the organisation's policies and procedures and relevant legislation
- Identifying ways to improve the efficiency and effectiveness of the HR service
- HR Information Systems (HRIS)
- The main stages of the employee lifecycle (e.g. entry, promotion, exit)

Leading HR

- *Ensure I am familiar with my organisation's people policies and processes, by reading through them. Identify the different questions I might ask if I were an employee, and work through some 'good' answers with a colleague. Spend time observing colleagues who give HR advice and learn from the way they talk to customers in the business.*

My self-assessment indicates that my knowledge and skills in Leading HR are emerging. Leading HR is about maximising the contribution that HR makes in my organisation by supporting, developing and leading others across the business, and by acting as a role model.

At Technician level I need to support and co-ordinate activity within my team and share my insights and best practice ideas with colleagues. I will provide people advice and support to the business, using sound HR knowledge. To develop my own HR expertise, I will actively seek out and act on feedback from others.

My gaps for my current level are:

- Providing advice using sound knowledge of HR policy and practice
- Seeking out and acting on feedback and development opportunities to develop own HR expertise and capability
- Providing accurate financial data to support HR budgeting and financial planning
- Different working styles and preferences
- Co-ordinating own activity with others in the wider HR team
- Sharing ideas and best practice with others in the wider HR team
- Adjusting own approach in view of others' preferred working styles
- Ensuring own objectives are in line with the team's and function's objectives
- Accurately recording HR measures (such as service level agreements, financial data, Key Performance Indicators etc)
- The principles of effective team working
- Methods for collecting different types of data
- Methods for analysing financial and non-financial data

Personally Credible

- *Pick one area within my role that I am less comfortable or familiar with. Proactively research this area through reading, research and talking to others.*

My self-assessment indicates that my behaviour is emerging. When I am displaying personal credibility, I am building and delivering professionalism by combining commercial and HR expertise to bring value to the organisation, my stakeholders and peers.

My gaps for my current level are:

- Seeking feedback and developing own expertise to add the greatest value in the organisation
- Offering sound, sensible and impartial advice
- Showing enthusiasm to broaden own experience, knowledge and skills
- Willingly passes on own skills and knowledge to others

As part of my learning and development plan, I completed a number of questionnaires:

The Belbin questionnaire is used to identify my preferred preferred roles when working in a team. The questionnaire is based on the work of Dr Meredith Belbin, whose research into team performance concluded that the most effective teams have a good mix of different personality types. *(EV 32)*

The questionnaire identified that my preferred team roles are Specialist, Implementer and Completer-Finisher.

The Specialist Team Role and the functional title of Specialist is often a cause for confusion. While it is true that both uses of the term may relate to people who are a source of technical knowledge and expertise the Specialist in Team Role terms has some very specific attributes. Their main distinguishing feature is their love of learning. They see learning and the accumulation of knowledge as the main reason for their existence and their single minded and resolute pursuit of this end is their main motivation. The Specialist is likely to be recognised by colleagues as an expert to turn to for help and guidance.

The Specialist will usually try to avoid being involved in unstructured meetings and discussions or those of a social nature. They may also be somewhat unyielding when challenged about the validity of their knowledge or field of expertise.

While Specialists may not be regarded as natural team players teams will be wise to engage the Specialist as a means of providing in depth research. As managers, they command respect because of their in-depth knowledge and they can be used to mentor others to raise their technical expertise.

The Learning Style questionnaire is designed to identify my preferred learning style. Knowing my preferred learning style will help me to understand my learning preferences so that I am in a better position to select learning experiences that suit my style.

The questionnaire identified that my preferred learning style is a Reflector. *(EV 33)*
Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both firsthand 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.

The conflict styles questionnaire is designed to identify how I manage differences when I am in a situation where my wishes differ from that of another person. The questionnaire identified that my preferred style for handling conflict is Cooperating. *(EV 34)*

Cooperating
For an integrative solution where both concerns are important and not to be compromised
When the objective is to learn, e.g. testing assumptions, understanding others' views
To merge insights from different perspectives
To gain commitment by incorporating other's views into a consensual decision
To work through hard feelings that interfere with an interpersonal relationship.

Do you spend time discussing issues in depth that do not seem to deserve it?
(Collaboration takes time and energy-perhaps the scarcest organisational resources. Trivial problems don't require optimal solutions, and not all personal differences need to be hashed out. The overuse of collaboration and consensual decision making sometimes represents a desire to minimize risk-by diffusing responsibility for a decision or by postponing action.)
Does your collaborative behaviour fail to elicit collaborative responses from others?
(The exploratory and tentative nature of some collaborative behaviour may make it easy for others to disregard collaborative overtures; or the trust and openness may be taken advantage of. You may be missing some cues which would indicate the presence of defensiveness, strong feelings, impatience, competitiveness, or conflicting interests.)

My least preferred styles for handling conflict are Avoiding and Accommodating

Avoiding
Do you find yourself hurting peoples' feelings or stirring up hostilities? (You may need to exercise more discretion in confronting issues or more tact in framing issues in non-threatening ways. Tact is partially the art of avoiding potentially disruptive aspects of an issue.)
Do you often feel harried or overwhelmed by a number of issues? (You may need to devote more time to setting priorities – deciding which issues are relatively unimportant and perhaps delegating them to others.)

Accommodating
Do you have trouble building goodwill with others?
(Accommodating on minor issues which are important to others are gestures of goodwill.)
Do others often seem to regard you as unreasonable?
Do you have trouble admitting it when you are wrong?
Do you recognise legitimate exceptions to rules?
Do you know when to give up?

The communication style questionnaire is designed to help me assess my preferred communication style. My preferred communication style is Assertive. *(EV 35)*

Thought to be the most effective form of communication, the assertive communication style features an open communication link while not being overbearing. Assertive communicators can express their own needs, desires, ideas and feelings, while also considering the needs of others. Assertive communicators aim for both sides to win in a situation, balancing one's rights with the rights of others.

Assertive communicators can express their own needs, desires, ideas and feelings, while also considering the needs of others.

One of the keys to assertive communication is using "I" statements, such as "I feel frustrated when you are late for a meeting," or, "I don't like having to explain this over and over." It indicates ownership of feelings and behaviours without blaming the other person.

EV (31)

ABOUT YOU



Please take a minute to confirm or update your personal details.

Personal details

First Name * **Melanie**

Last Name * **Gough**

Preferred E-mail * **mel.gough@icloud.com**

Work * ⓘ **01646 649615**

Home * ⓘ **07900 922513**

Mobile ⓘ **07900 922513**

CIPD Membership level

Student (Find out more)

Are you using the tool as part of your CIPD studies?
Yes No ⓘ

Your job level

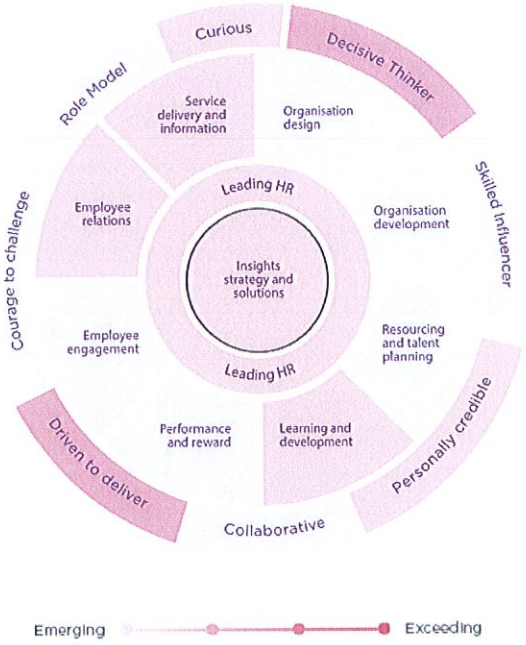
Which of these best describes the level you're currently operating at? *

- EXECUTIVE / EXPERT
- SENIOR PROFESSIONAL
- PROFESSIONAL
- TECHNICIAN
- I DON'T CURRENTLY WORK IN HR

Save & Continue

STUDENT ASSESSMENT

Your assessment results



Insights, strategy & solutions

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

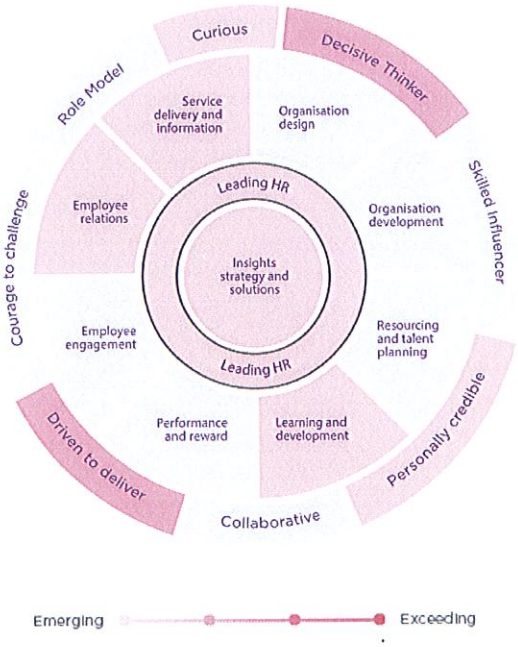
Insights, Strategy and Solutions is about developing your understanding of your organisation and its context, and using these insights to develop strategies and solutions which meet the needs of your business in the short and long term. At your level you typically need to use data to develop insights into the organisation and the way it works. You'll understand the external issues affecting the organisation and its financial performance, and be able to describe the HR plan for the area you work in. You'll use your knowledge of project management and relevant employment legislation to support the development, delivery and evaluation of HR programmes.

It seems like you're at the right level for your skills and experience.

Associate Member | Chartered Member | Chartered Fellow

STUDENT ASSESSMENT

Your assessment results



Leading HR

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

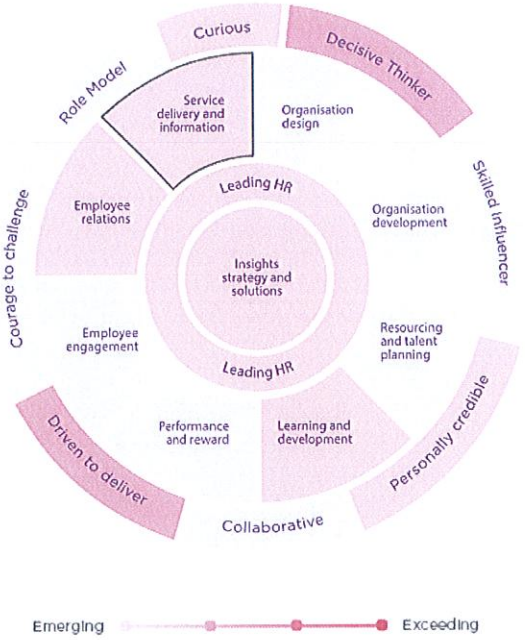
Leading HR is about maximising the contribution that HR makes in your organisation by supporting, developing and leading others across the business, and by acting as a role model. At your level you typically need to support and co-ordinate activity within your team, and share your insights and best practice ideas with colleagues. You'll provide people advice and support to the business, using sound HR knowledge. When required, you'll provide accurate financial data to support the team's people plans, and record HR measures for your team. To develop your own HR expertise, you'll actively seek out and act on feedback from others.

It seems like you're at the right level for your skills and experience.

Associate Member | Chartered Member | Chartered Fellow

STUDENT ASSESSMENT

Your assessment results



Service delivery and information

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

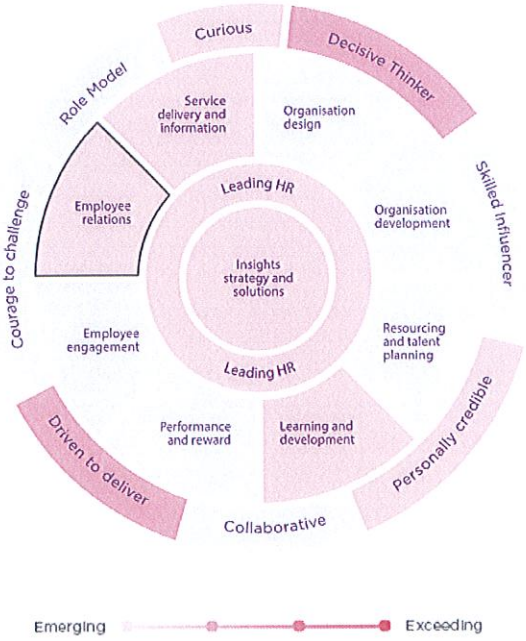
When you work in Service Delivery and Information you're working to ensure the highest levels of customer-focused HR service delivery across the entire employee lifecycle. You keep this as effective and cost-efficient as possible through process and project management. You're also providing meaningful analytics that can be used to inform business improvements. At your level you typically need to use technology to deliver a customer-focussed HR service. You'll ask questions, and collect and analyse data to understand the needs of your customers and provide management with information relating to service levels and costs. You'll also need to draw on the organisation's HR policies and

It seems like you're at the right level for your skills and experience.

Associate Member | Chartered Member | Chartered Fellow

STUDENT ASSESSMENT

Your assessment results



Employee relations

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

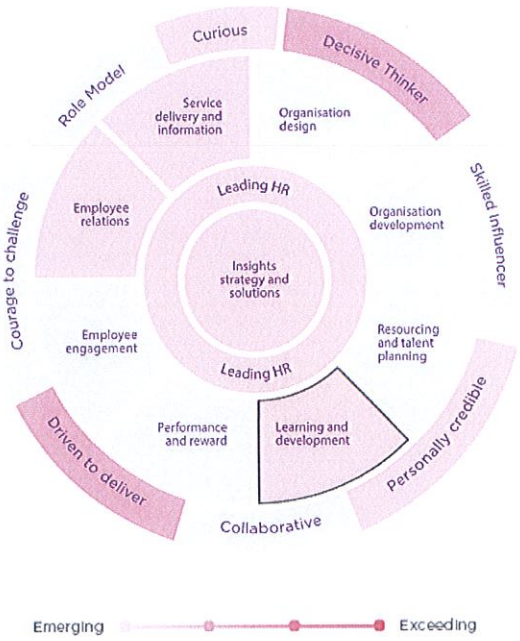
When you work in Employee Relations you're making sure that the relationships between the organisation and its employees are appropriately managed, that they are done so by adherence to a clearly defined framework that is built upon the organisation culture, practices, policies and, ultimately, law. At your level you typically need to support your Employee Relations colleagues in creating an environment where relations between employees and management are positive, where conflict can be managed effectively and individual differences are resolved in a constructive way. You'll make sure legal frameworks are adhered to at all times, and will be responsible for collecting and recording ER data accurately.

It seems like you're at the right level for your skills and experience.

Associate Member | Chartered Member | Chartered Fellow

STUDENT ASSESSMENT

Your assessment results



Learning and development

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

When you work in Learning and Development you're creating a learning culture, ensuring that learning opportunities are both relevant and effective, to increase the capability and knowledge of people and of the organisation as a whole. At your level you typically need to manage all of the administration processes relating to L&D, and support the delivery of learning interventions. You'll need to help employees understand their development needs, alerting them and their managers to opportunities appropriate to their personal development plans.

How prepared am I?

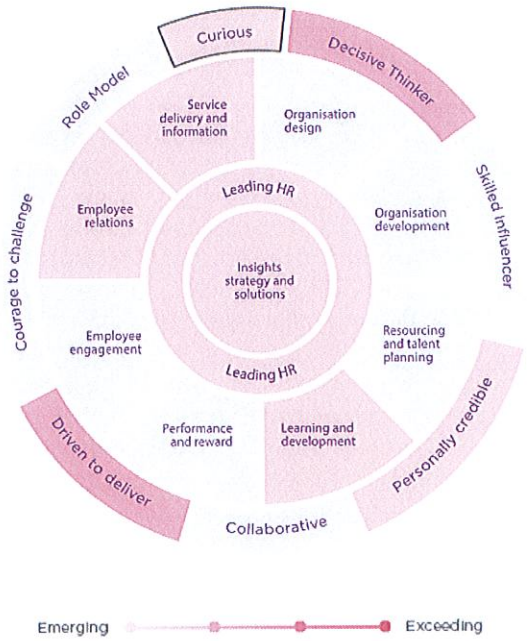
What you've told us indicates that your knowledge

It seems like you're at the right level for your skills and experience.

Associate Member | Chartered Member | Chartered Fellow

STUDENT ASSESSMENT

Your assessment results



Curious

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

When you're displaying curiosity, you're future-focused, inquisitive and open-minded, seeking out evolving and innovative ways to add value to the organisation.

How prepared am I?

What you've told us indicates that your behaviour in this area is emerging. This usually applies to someone who is yet to demonstrate and / or develop their competence at the expected level in this area.

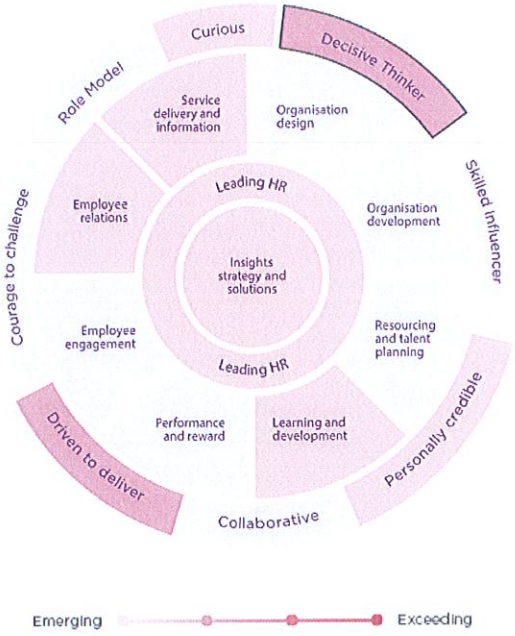
Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you

It seems like you're at the right level for your skills and experience.

Associate Member | Chartered Member | Chartered Fellow

STUDENT ASSESSMENT

Your assessment results



Decisive Thinker

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

When you're displaying decisive thinking, you're demonstrating the ability to analyse and understand data and information quickly. You're using information, insights and knowledge in a structured way to identify options, make recommendations and make robust, defendable decisions.

How prepared am I?

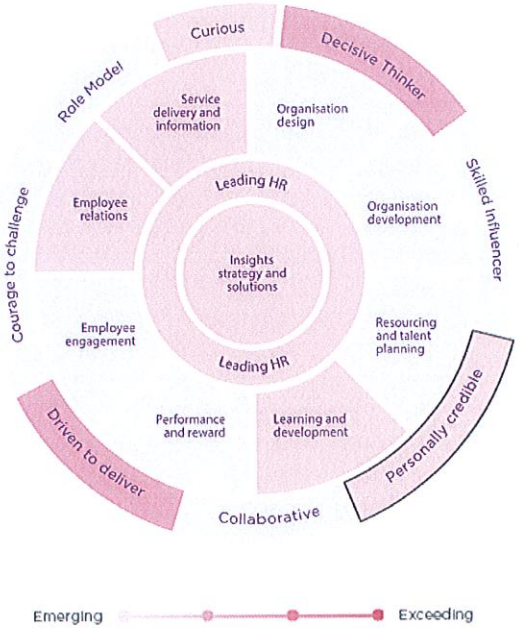
What you've told us indicates that your behaviour in this area is developing. This usually applies to someone who is demonstrating some of the behaviours expected at this level, but is yet to demonstrate and develop their competence more broadly in this area.

It seems like you're at the right level for your skills and experience.

Associate Member | Chartered Member | Chartered Fellow

STUDENT ASSESSMENT

Your assessment results



Personally Credible

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

When you're displaying personal credibility, you're building and delivering professionalism by combining commercial and HR expertise to bring value to the organisation, your stakeholders and peers.

How prepared am I?

What you've told us indicates that your behaviour in this area is emerging. This usually applies to someone who is yet to demonstrate and / or develop their competence at the expected level in this area.

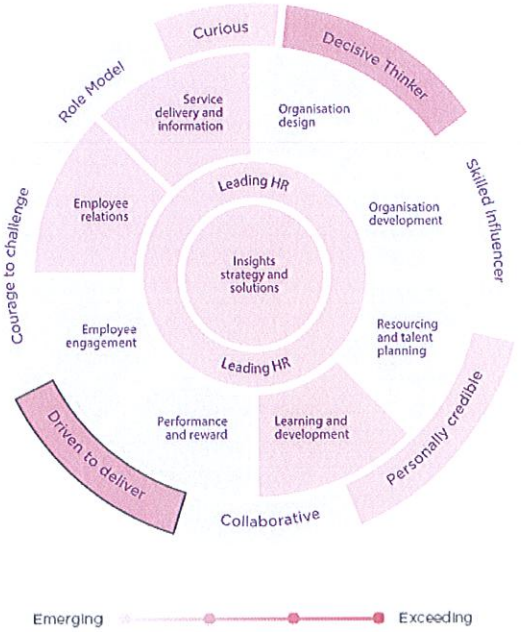
Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you

It seems like you're at the right level for your skills and experience.

Associate Member | Chartered Member | Chartered Fellow

STUDENT ASSESSMENT

Your assessment results



Driven to Deliver

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

When you're displaying a drive to deliver, you're demonstrating determination, resourcefulness and purpose to deliver the best results for the organisation.

How prepared am I?

What you've told us indicates that your behaviour in this area is developing. This usually applies to someone who is demonstrating some of the behaviours expected at this level, but is yet to demonstrate and develop their competence more broadly in this area.

Below, we show you the areas where you're

It seems like you're at the right level for your skills and experience.

Associate Member	Chartered Member	Chartered Fellow

CIPD

TAKE A STUDENT ASSESSMENT
Your assessment results

Insights, strategy & solutions

Your Level: Emerging

Summary

Insights, Strategy and Solutions is about developing your understanding of your organisation and its context, and using these insights to develop strategies and solutions which meet the needs of your business in the short and long term. At your level you typically need to use data to develop insights into the organisation and the way it works. You'll understand the external issues affecting the organisation and its financial performance, and be able to describe the HR plan for the area you work in. You'll use your knowledge of project management and relevant employment legislation to support the development, delivery and evaluation of HR programmes.

How prepared am I?

What you've told us indicates that your knowledge and skills in this core area are emerging. This usually applies to someone who is either still building their knowledge of HR, or at the early stages of gaining experience in developing solutions and strategies to support the business at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Insights, Strategy and Solutions, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score in this area suggests you have some room to develop at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel in HR.

What's it like applying Insights, Strategy and Solutions at a more senior level?

In order to be able to work at the next level up within the HR profession, you typically need to network widely and use your knowledge of HR and business trends, best practice and thought leadership to understand the organisation and its people capability. You'll use information about the organisation's financial performance and strategic goals to develop detailed and costed business cases for new HR projects which identify return on investment. You'll work with the business to create and implement HR solutions and programmes, and will be able to demonstrate the impact on the organisation using HR and business metrics.

What are my strengths and gaps for my current level?

My Gaps

- Supporting the evaluation of HR programmes and projects
- The organisation's performance (including basic financial performance)
- Specific external factors that impact the organisation (eg, legal, financial, market factors)
- Significant issues currently affecting the organisation
- Relevant law for own role (or where to access legal information if required)
- Principles and basic practice of project management
- Developing an understanding of the organisation using information and own experience
- Using insights from data and good HR practice to spot potential trends and risks for the organisation
- Collecting, analysing on data and metrics
- Providing reports on relevant project and / or organisation information
- Supporting the administration and delivery of HR programmes and projects
- The HR plan for your own part of the business (and how this relates to the wider business strategy)

Development actions

- Identify colleagues in different functions who know the organisation well and set up regular 'exchange of information' sessions.
- Review recent CIPD survey results (such as Employee Outlook or Learning and Development Survey), and identify any trends or risks which may impact your organisation.
- Undertake some online research using the CIPD website on the principles of business and HR metrics, and how they can be used to benefit the organisation
- Find someone in your organisation who writes project and financial reports, and ask them to share their approach with you. Identify what learnings you can put into place for your own report writing.
- Consider who the stakeholders are in the projects you work on (consider stakeholders who are both directly and indirectly involved), and think about what you can do in your role to best support them.
- Take time to fully understand the objectives of a project or programme, and which elements are critical for you to deliver. Find out how the project will be evaluated - which parts of your work will contribute to this evaluation?
- Locate the most recent annual review or report for your organisation, or find out someone who knows about the organisation's performance. Find out what things the organisation measures its performance by (eg, turnover, profit, production, customer satisfaction etc). Compare last year's performance with the previous three years.
- Participate in regular market / customer / product updates and understand how these affect the organisation.
- Make time in your week to read the major business and news publications and understand how these external factors can impact your organisation.
- Find out from your HR colleagues and networks where to source relevant and up-to-date employment law - consider websites, organisatons and publications.
- Spend some time shadowing an expert in project management to understand the principles and practice of project management, and any specific approach to projects which is taken in your organisation.
- Discuss with your manager how your role contributes to the delivery of the people and organisation strategy.

Reading & Research

BOOK: HR practice
Martin and Whiting

BOOK: Intro to HRM
Leatherbarrow, Fletcher and Currie

BOOK: Studying HRM
Taylor and Woodhams

BOOK: L and D practice
Beevers and Rea

Courses & Events

QUALIFICATION: Foundation Certificate in Human Resources Practice

QUALIFICATION: Foundation Certificate in Learning and Development Practice

QUALIFICATION: Foundation Diploma in Human Resources Practice

QUALIFICATION: Foundation Diploma in Learning and Development Practice

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CIPD

TAKE A STUDENT ASSESSMENT
Your assessment results

Leading HR

Your Level: Emerging

Summary

Leading HR is about maximising the contribution that HR makes in your organisation by supporting, developing and leading others across the business, and by acting as a role model. At your level you typically need to support and co-ordinate activity within your team, and share your insights and best practice ideas with colleagues. You'll provide people advice and support to the business, using sound HR knowledge. When required, you'll provide accurate financial data to support the team's people plans, and record HR measures for your team. To develop your own HR expertise, you'll actively seek out and act on feedback from others.

How prepared am I?

What you've told us indicates that your knowledge and skills in this core area are emerging. This usually applies to someone who is at the early stages of building their experience of leading HR projects and teams at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Leading HR, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop in this area at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel in HR.

What's it like Leading HR at a more senior level?

In order to be able to work at the next level up within the HR profession, you typically need to approach HR with a commercial mindset, advising and supporting business managers on people-related issues. When it comes to the people strategy you'll develop budgets, objectives, milestones and metrics to support the successful delivery of integrated people plans. You'll know how to engage and motivate others, and you'll build the capability of the HR team to keep them at the leading edge. You'll also build your own expertise by regularly seeking out and acting on feedback.

What are my strengths and gaps for my current level?

My Gaps

- Providing advice using sound knowledge of HR policy and practice
- Seeking out and acting on feedback and development opportunities to develop own HR expertise and capability
- Providing accurate financial data to support HR budgeting and financial planning
- Different working styles and preferences
- Co-ordinating own activity with others in the wider HR team
- Sharing ideas and best practice with others in the wider HR team
- Adjusting own approach in view of others' preferred working styles
- Ensuring own objectives are in line with the team's and function's objectives
- Accurately recording HR measures (such as service level agreements, financial data, Key Performance Indicators etc)
- The principles of effective team working
- Methods for collecting different types of data
- Methods for analysing financial and non-financial data

Development actions

- Ensure you are familiar with your organisation's people policies and processes, by reading through them. Identify the different questions you might ask if you were an employee, and work through some 'good' answers with a colleague. Spend time observing colleagues who give HR advice and learn from the way they talk to customers in the business.
- Find out from your manager how your objectives fit into the wider team's and organisation's objectives. Identify where you can support other members of your team so that work isn't being replicated unecessarily.
- To support the way you share ideas within your team, conduct a SWOT analysis of either a) the way your team works or b) the way a project is working, and share your thoughts and feedback with your manager / colleagues.
- Identify some of your key peers and customers in your organisation who have a very different personal style to you. Reflect on how you could change your working style to more effectively work with them. Ask your manager for guidance on how to get the best out of people who you find difficult to work with.
- Ask a range of other people (such as your manager, a couple of your peers, a couple of your customers) for feedback on the work you deliver and the way you deliver it. Ask for some specific examples of areas you could improve, and strengths to build on. Ask your manager and trusted peers to offer some feedback on the extent of your HR expertise in the area you work in, and build their feedback into your development plan.
- Implement a system which can track the progress of your projects and work for the team against all the project / team objectives, KPIs, service-level agreements etc. If records don't currently exist, set up a system where you can record key HR budget data and people data in a logical and confidential way.
- Spend time with your manager to understand how budgets are managed and forecasted in the organisation. Ask questions to understand the types of budget data that you're likely to be asked for, and ensure you have that information to hand as and when you're asked for input into people financial planning.
- Research different ways of supporting your team so that you're more effective in working together - you could start by reading the principles behind Tuckman's stages of group development.
- Research different methods of data collection and analysis online, and consider how you could adopt one or two specific approaches in your role. Find out how other HR colleagues collate and analyse data, and the advantages and disadvantages of doing it this way.

Reading & Research

BOOK: HR practice
Martin and Whiting

BOOK: Intro to HRM
Leatherbarrow, Fletcher and Currie

BOOK: Studying HRM
Taylor and Woodhams

BOOK: L and D practice
Beevers and Andrew

Courses & Events

QUALIFICATION: Foundation Certificate in Human Resources Practices

QUALIFICATION: Foundation Certificate in Learning and Development Practices

QUALIFICATION: Foundation Diploma in Human Resources Practices

QUALIFICATION: Foundation Diploma in Learning and Development Practices

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TAKE A STUDENT ASSESSMENT

Your assessment results

Service delivery and information

Your Level: Emerging

Summary

When you work in Service Delivery and Information you're working to ensure the highest levels of customer-focused HR service delivery across the entire employee lifecycle. You keep this as effective and cost-efficient as possible through process and project management. You're also providing meaningful analytics that can be used to inform business improvements. At your level you typically need to use technology to deliver a customer-focussed HR service. You'll ask questions, and collect and analyse data to understand the needs of your customers and provide management with information relating to service levels and costs. You'll also need to draw on the organisation's HR policies and procedures to help resolve issues for employees and managers.

How prepared am I?

What you've told us indicates that your knowledge and skills in this area are emerging. This usually applies to someone who has just started out in HR or has not yet had much exposure to Service Delivery and Information at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Service Delivery and Information, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel at your level.

What's it like working within Service Delivery and Information at a more senior level?

In order to be able to work at the next level up within Service Delivery and Information, you typically need to be able to use technology to access a range of HR resources to help you deal with complex HR cases. You'll provide service performance level information to colleagues and senior managers and support the selection of HR suppliers (as well as monitoring the service they deliver.

What are my strengths and gaps for my current level?

My Gaps

- Collecting, analysing and reporting on data relating to service performance levels
- The service delivery targets for your organisation
- Providing an HR service which is focused on the customer, asking the right questions to meet their needs
- Keeping accurate records of HR cases and issues
- Ensuring compliance with the organisation's policies and procedures and relevant legislation
- Identifying ways to improve the efficiency and effectiveness of the HR service
- HR Information Systems (HRIS)
- The main stages of the employee lifecycle (eg entry, promotion, exit)

Development actions

- Communicate regularly via different channels (face to face, email, phone, etc.) with your customers to understand what their priorities are and how you can support them.
- Undertake a SWOT analysis of the organisation's current record keeping. Highlight any risks with your manager/team, and propose any changes to mitigate these.
- Familiarise yourself with the Service Level Agreements that affect your role and responsibilities. Identify the key SLAs that you can impact, and consider what you can do to improve them.
- Build your knowledge of the organisation's reporting systems and financial reporting. Familiarise yourself with the templates and language, so that you can interpret data accurately.
- Develop your knowledge and expertise of the organisation's service-related processes (such as processes to measure and manage the performance of third-party suppliers) and research what good practice looks like.
- Familiarise yourself with key HR models and different delivery options (such as in-house, outsourced, offshore, partnership, shared services). Do some online research of HR Information Systems to understand the pros and cons of using technology in HR.
- Find out about the key stages of the employee lifecycle, and the main HR processes used in your organisation at each stage.

Reading & Research

FACTSHEET: HR outsourcing
CIPD - Available at:

FACTSHEET: HR shared service centres
CIPD

FACTSHEET: Retention of HR records
CIPD

BOOK: Human Resource Practice
Malcolm and Whiting

BOOK: Introduction to HRM
Leatherbarrow, Fletcher and Currie

BOOK: Studying HRM
Taylor and Woodhams

Courses & Events

QUALIFICATION: Foundation Certificate in Human Resource Practice

CIPD

Melanie (STUDENT)
Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT

Your assessment results

Employee relations

Your Level: Emerging

Summary

When you work in Employee Relations you're making sure that the relationships between the organisation and its employees are appropriately managed, that they are done so by adherence to a clearly defined framework that is built upon the organisation culture, practices, policies and, ultimately, law. At your level you typically need to support your Employee Relations colleagues in creating an environment where relations between employees and management are positive, where conflict can be managed effectively and individual differences are resolved in a constructive way. You'll make sure legal frameworks are adhered to at all times, and will be responsible for collecting and recording ER data accurately.

How prepared am I?

What you've told us indicates that your knowledge and skills in this area are emerging. This usually applies to someone who has just started out in HR or has not yet had much exposure to Employee Relations at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Employee Relations, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel at your level.

What's it like working within Employee Relations at a more senior level?

In order to be able to work at the next level up within Employee Relations, you typically need to be able to give legal and practical advice to managers about employee relations issues and concerns to create an environment where conflict can be managed effectively. You'll make sure that employee relations activities are carried out in line with internal policies and practices, as well as within the law.

What are my strengths and gaps for my current level?

My Gaps

- Providing accurate and appropriate advice and information about employee relations policies and practices
- Giving advice, training and support to individuals and managers to encourage a positive work environment
- Current employment law (with in-depth specialist knowledge where appropriate)
- Methods for communicating employee policies and procedures
- Maintaining accurate and up-to-date documentation, information and records, in line with legislation
- Monitoring HR activity to ensure it complies with employee relations plans and legislation
- Working with managers and employees to ensure they are adhering to the organisation's values and behaviours in everyday practice
- Key employee relations issues

Development actions

- Understand what data your organisation collates on employee relations. What opportunities are there to improve the way this is done? Are there any risks to the organisation of the way things are currently done? Share your findings with your manager.
- Spend time talking with employees to assess the level of awareness, understanding and interpretation of current policies. Identify potential enhancements/improvements and take suggestions to your HR colleagues.
- Research the background to legislative change. Keep abreast of national consultation on the employment law agenda through sources such as the government website.
- Participate/lead company inductions and use the opportunity to advise managers and staff about employee relations policies and practices.
- Create a positive working environment by spending time talking with managers and employees to assess the level of awareness, understanding and interpretation of current policies. Identify potential enhancements/improvements and take suggestions on training and support to your HR colleagues.
- Take time to research and understand relevant employment law for your organisation, gaining in-depth knowledge in key employee relations issues areas that will benefit the business.
- Use your internal network to discuss and surface opportunities regarding employee relations issues. Make recommendations to your HR colleagues.
- Investigate the level of awareness, understanding and impact of the organisation's existing policies and procedures by talking to managers and employees.

Reading & Research

BOOK: Human Resource Practice

BOOK: Introduction to HRM

FACTSHEET: Discipline and grievances at work
CIPD

FACTSHEET: Diversity in the workplace: an overview
CIPD

FACTSHEET: Employee relations: an overview
CIPD

FACTSHEET: Health and well-being at work
CIPD

FACTSHEET: Redundancy
CIPD

Courses & Events

COURSE: Fundamentals of Employment Law

COURSE: Foundation Award in Employment Law

COURSE: Recruiting and the Law

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Melanie (STUDENT)
Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT

Your assessment results

Learning and development

Your Level: Emerging

Summary

When you work in Learning and Development you're creating a learning culture, ensuring that learning opportunities are both relevant and effective, to increase the capability and knowledge of people and of the organisation as a whole. At your level you typically need to manage all of the administration processes relating to L&D, and support the delivery of learning interventions. You'll need to help employees understand their development needs, alerting them and their managers to opportunities appropriate to their personal development plans.

How prepared am I?

What you've told us indicates that your knowledge and skills in this area are emerging. This usually applies to someone who has just started out in HR or has not yet had much exposure to Learning and Development at this level.

Below, we show you the areas where you're particularly strong, areas where you're competent and areas where you have skill and knowledge gaps. If you're keen to increase your knowledge and improve your skills in Learning and Development, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think these recommendations will be of particular benefit to you in building the skills and experience you'll need to excel at your level.

What's it like working within Learning and Development at a more senior level?

In order to be able to work at the next level up within Learning and Development, you typically need to advise, coach and motivate managers on the importance of learning at work. You'll lead the design of learning programmes and facilitate or deliver content at learning events. You'll manage learning programmes, support career management processes, and evaluate the success of learning initiatives that are in place.

What are my strengths and gaps for my current level?

My Gaps

- Investigating and researching different options for learning interventions for employees and managers
- Supporting the design of learning programmes and initiatives
- Supporting the delivery of learning and training events and programmes (eg, joining instructions, training materials, evaluation)
- Alerting individuals when development opportunities arise in line with their development needs
- How to undertake training needs analysis
- Adult learning theories
- Different methods for delivering training / learning interventions
- Maintaining accurate records of training and learning, making use of appropriate technology (eg, personal development plans, delegates for training events)

Development actions

- Research different approaches to learning and development in a range of organisations using the CIPD website and other online HR resources. Share ideas which may benefit your organisation with an L&D manager.
- Undertake a SWOT analysis of the way your organisation stores L&D related data. What opportunities are there to improve the way this is done? Are there any risks to the organisation of the the way things are currently done? Share your findings with your manager.
- Do some online research on different learning and development methodologies (you could use the CIPD website or discussion forums). Identify the key elements to be considered when designing L&D interventions.
- Who are your key customers when learning and training events are being delivered (think about the people attending the event as well as the people running it)? Consider what they need from you as a best practice 'support service'. Are there any things that you could change / start doing which would improve the way programmes are delivered? Share your thoughts with your manager.
- Consider setting up a database / spreadsheet to keep records of individuals' development needs. Set aside time to regularly review it through the year so you can let individuals know when there may be opportunities which will support their development.
- Find out how your organisation conducts training needs analysis. What is the standard approach? Research best practice on the CIPD website and compare this to the way your organisation works. Are there any areas which can be improved?
- Research traditional adult learning theories including learning styles and the importance of workplace and informal learning methods (see 70:20:10 model). Identify the advantages and drawbacks of a variety of learning delivery methods and how these appeal to different employees.
- Research different approaches to learning and development in a range of organisations using the CIPD website and other online HR resources. Share ideas which may benefit your organisation with a L&D manager.

Reading & Research

BOOK: Developing People and Organisations
Stewart and Rogers

FACTSHEET: Helping people learn
CIPD

FACTSHEET: Identifying learning and development needs
CIPD

FACTSHEET: Learning and development strategy
CIPD

FACTSHEET: Learning methods
CIPD

Courses & Events

QUALIFICATION: Foundation Diploma in Learning and Development Practice

QUALIFICATION: Foundation Certificate in Learning and Development Practice

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Melanie (STUDENT)
Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT

Your assessment results

Curious

Your Level: Emerging

Summary

When you're displaying curiosity, you're future-focused, inquisitive and open-minded, seeking out evolving and innovative ways to add value to the organisation.

How prepared am I?

What you've told us indicates that your behaviour in this area is emerging. This usually applies to someone who is yet to demonstrate and / or develop their competence at the expected level in this area.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate curiosity. If you're keen to develop your curiosity, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think they'll be of particular benefit to you in building the skills and experience you'll need to excel in your role.

What are my strengths and gaps for my current level?

My Gaps

- Finding out about the connections between wider organisational issues and own role
- Being inquisitive: looking below the surface to understand the causes of problems
- Analysing information and testing out ideas with others
- Being open to trying new ideas, even if they're not always successful

Development actions

- Discuss with your manager or a senior stakeholder the current key issues for the organisation and how your role connects or impacts these.
- Search for online newsletters, forums and blogs that are relevant to your role or organisation sector. Sign up to receive updates, and set aside time to read and learn from them.
- Select an HR issue / subject (either within or outside your specialist area) and set aside time each week to find relevant articles and reports. Read them and share points of interest and ideas with colleagues, possibly by forming a discussion group.
- Discuss the possibility of trying out or trialling a new HR idea or process improvement with your manager.

Reading & Research

BOOK: Research methods in human resource management
Anderson

BOOK: The business skills handbook
Horn

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Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT
Your assessment results

Decisive Thinker

Your Level: Developing

Summary

When you're displaying decisive thinking, you're demonstrating the ability to analyse and understand data and information quickly. You're using information, insights and knowledge in a structured way to identify options, make recommendations and make robust, defendable decisions.

How prepared am I?

What you've told us indicates that your behaviour in this area is developing. This usually applies to someone who is demonstrating some of the behaviours expected at this level, but is yet to demonstrate and develop their competence more broadly in this area.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate decisive thinking. If you're keen to develop your decisive thinking, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think they'll be of particular benefit to you in building the skills and experience you'll need to excel in your role.

What are my strengths and gaps for my current level?

My Gaps

- Assessing the value of information and data before using it to make decisions
- Ensuring that details and facts are correct and complete before drawing conclusions
- Using previous experience, standard procedures and common sense to make decisions
- Collecting and interpreting relevant data to support decision making

Development actions

- Investigate the range of information and data used in the HR function, for what purpose it is used, how it is analysed and reported by speaking to colleagues and, if relevant, HR information specialists.
- Ask for feedback on the way you collate, analyse and present data or information. Specifically seek out areas where you can improve your level of detailed thinking, and the impact it has on your work.
- Reflect on a challenging decision you have made at work. Consider all the information you drew upon to reach your decision, and how much each contributed to the success of the decision. Consider what additional information could have been useful.

Reading & Research

SURVEY REPORT: HR Outlook: Winter 2012-13: views of our profession
CIPD

Courses & Events

COURSE: An introduction to HR information (I day)

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Melanie (STUDENT)
Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT
Your assessment results

Driven to Deliver

Your Level: Developing

Summary

When you're displaying a drive to deliver, you're demonstrating determination, resourcefulness and purpose to deliver the best results for the organisation.

How prepared am I?

What you've told us indicates that your behaviour in this area is developing. This usually applies to someone who is demonstrating some of the behaviours expected at this level, but is yet to demonstrate and develop their competence more broadly in this area.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate a drive to deliver. If you're keen to develop your drive to deliver, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think they'll be of particular benefit to you in building the skills and experience you'll need to excel in your role.

What are my strengths and gaps for my current level?

My Gaps

- Demonstrating a desire to take action and deliver
- Identifying the steps to achieve agreed tasks and objectives in the immediate and short term
- Keeping track of own progress, completing work to deadlines or informing others when targets can't be met
- Consistently delivering what is expected, meeting or exceeding agreed standards

Development actions

- Display your goals / objectives in a highly visible place at work (eg, pinned next to your desk or screen) so that you are constantly reminded of what is important for you to focus on.
- Discuss your goals with your manager for the next six months. Plan the process / steps that you will need to go through to achieve each objective. Ensure that you include timesframes, deadlines and who you will need to involve. How will you measure the success of these?
- Develop a methodology for keeping a record of your work, particularly any complex projects. Ask your colleagues how they keep a track of their progress, and find a meth9od that works for you.
- Ask for feedback from your manager and customers on the delivery of your work and how it could be improved. Apply this learning, to your approach.

Reading & Research

RESEARCH: Business savvy: giving HR the edge
CIPD

Courses & Events

COURSE: Time and self-management

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Melanie (STUDENT)
Currently assessing as a TECHNICIAN

TAKE A STUDENT ASSESSMENT

Your assessment results

Personally Credible

Your Level: Emerging

Summary

When you're displaying personal credibility, you're building and delivering professionalism by combining commercial and HR expertise to bring value to the organisation, your stakeholders and peers.

How prepared am I?

What you've told us indicates that your behaviour in this area is emerging. This usually applies to someone who is yet to demonstrate and / or develop their competence at the expected level in this area.

Below, we show you the areas where you're particularly strong, areas where you're competent, and areas where there are gaps in the way you demonstrate personal credibility. If you're keen to develop your personal credibility, you should consider the courses, reading materials and practical development actions that we've recommended for you. These recommendations reflect your individual strengths and development areas based on what you've told us in your assessment. As your score suggests you have some room to develop at your current level, we think they'll be of particular benefit to you in building the skills and experience you'll need to excel in your role.

What are my strengths and gaps for my current level?

My Gaps

- Seeking feedback and developing own expertise to add the greatest value in the organisation
- Offering sound, sensible and impartial advice
- Showing enthusiasm to broaden own experience, knowledge and skills
- Willingly passes on own skills and knowledge to others

Development actions

- Conduct a skills audit of your experience, knowledge and skills against the work you need to deliver in the next year. Work with your manager to create an action plan to develop any gaps over the next 6-12 months.
- Pick one area within your role that you are less comfortable or familiar with. Proactively research this area through reading, research and talking to others.
- Reflect on the skills and knowledge of those around you, considering each indvidual's knowledge and expertise. Work to increase and update yourself in your own specialist area in order to inform and share your expertise with them.
- Reflect on occasions where you have been less successful or unable to provide advice and guidance on an issue within your area of expertise. Work to understand why, specifically considering your level of understanding of the issue, as well as the practicality and objectivity of your advice.

Reading & Research

BOOK: HR practice
Martin and Whiting, CIPD

Courses & Events

COURSE: Understanding organisations and the role of HR

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Belbin team type questionnaire

EV (32)

The Belbin questionnaire seeks to identify your preferred role in a team. It is based on the work of Dr Meredith Belbin, whose research into team performance concluded that the most effective teams have a good mix of different personality types.

How to complete the questionnaire

On the following pages are a series of statements divided into seven sections.
For each section, distribute a total of ten points among the statements which you think best describe your own behaviour. See the example below:

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	**1**
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	**3**
D	I can be counted on to contribute something original	**2**
E	I try to maintain my sense of professionalism	
F	I am quick to see possibilities in new ideas and developments	
G	I believe my capacity for judgement can help to bring about the right decisions	**1**
H	I can be relied upon to bring an organised approach to the demands of the job	
I	I am always ready to back a good suggestion in the common interest	**3**

Your points may be distributed among several sentences as in the example above. In extreme cases they may be spread among all sentences or ten points may be given to a single sentence.

At the end, there are further instructions on how to tally your score.

Section 1

What I believe I can contribute to a team

A	I think I can quickly see and take advantage of new opportunities	
B	I can work well with a very wide range of people	1
C	My specialist knowledge and experience is usually my major asset	2
D	My ability rests on being able to draw people out whenever I detect they have something of value to contribute to group objectives	
E	I can be relied upon to finish any task I undertake	3
F	I am prepared to be blunt and outspoken in the cause of making things happen	
G	I can usually tell whether a plan or idea will fit a particular situation	
H	I can offer a reasoned and unbiased case for alternative sources of action	2
I	Producing ideas is one of my natural assets	2

Section 2

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

A	I am not at ease unless meetings are well structured and controlled and generally well conducted	2
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing	
C	I have a tendency to talk a lot once the group gets on to a new topic	1
D	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues	
E	I am sometimes seen as forceful and authoritarian when dealing with important issues	
F	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere	
G	I am apt to get caught up in ideas that occur to me and so lose track of what is happening	
H	I am reluctant to contribute unless that subject deals with an area I know well	4
I	I am reluctant to express my opinions or proposal or plans that are incomplete or are insufficiently detailed	3

Section 3

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them	1
B	I am generally effective in preventing careless mistakes and omissions from spoiling the success of an operation	1
C	I like to press for action to make sure that the meeting does not waste time or lose sight of the main objective	2
D	I can be counted on to contribute something original	
E	I try to maintain my sense of professionalism	2
F	I am quick to see possibilities in new ideas and developments	
G	I believe my capacity for judgement can help to bring about the right decisions	
H	I can be relied upon to bring an organised approach to the demands of the job	3
I	I am always ready to back a good suggestion in the common interest	1

Section 4

My characteristic approach to the group is that:

A	I contribute when I know what I'm talking about	2
B	I am not reluctant to challenge the view of others or hold a minority view myself	1
C	I can usually find a line of argument to refute unsound propositions	1
D	I think I have a talent for making things work once a plan has to be put into operation	2
E	I prefer to avoid the obvious and to open up lines that have not been explored	
F	I bring a touch of perfectionism to any job I undertake	1
G	I am likely to be the one to make contacts outside the group or the firm	1
H	While I am interested in all views I have no hesitation in making up my mind once a decision has to be made	2
I	I maintain a quiet interest in getting to know colleagues better	

Section 5

I gain satisfaction in a job because:

A	I enjoy analysing situations and weighing up all the possible choices	2
B	I feel that I am using my special qualifications and training to advantage	
C	I like to feel I am fostering good working relationships	1
D	I can have a strong influence on decisions	1
E	I have a chance of meeting new people with different ideas	
F	I can get people to agree on priorities and objectives	2
G	I feel in my element where I give a task my full attention	1
H	I can find an opportunity to stretch my imagination	
I	I am interested in finding practical solutions to problems	3

Section 6

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

A	I would feel like devising a solution of my own and then trying to sell it to the group	
B	I would be ready to work with the person who showed the most positive approach	
C	I would find some way of reducing the size of the task by establishing what different individuals might best contribute	3
D	My natural sense of urgency would help to ensure that we did not fall behind schedule	1
E	I like to read up as much as I conveniently can on the subject	
F	In spite of conflicting pressure I would press ahead with whatever needed to be done	1
G	I would take the lead if I felt the group was making no progress	2
H	I would open up discussions with a view to stimulating new thoughts and getting something moving	
I	I believe I would keep cool and maintain my capacity to think straight	3

Section 7

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

A	I am apt to show my impatience with those who are obstructing progress	1
B	Some people criticise me for being too analytical	2
C	My desire to check that we get the important details right are not always welcome	2
D	I am inclined to feel I am wasting my time and would do better on my own	3
E	I find it difficult to get started unless the goals are clear	1
F	I am sometimes poor at putting across complex points that occur to me	
G	I am conscious of demanding from others the things I cannot do myself	1
H	I hesitate to express my personal views in front of difficult or powerful people	
I	I tend to show boredom unless I am actively engaged with stimulating people	

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

Scoring

The table below is used to compile your Belbin scores. Transfer your scores from each section to the appropriate boxes below. Then add up your totals for each team role. Once you have established your total scores, note down below:

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

- Your secondary team role

Roles	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6	Section 7	Totals
Completer Finisher	E 3	I 3	B 1	F 1	G 1	D 1	C 2	12
Implementer	G	A 2	H 3	D 2	I 3	F 1	E 1	12
Monitor Evaluator	H 2	D	G	C 1	A 2	I 3	B 2	10
Specialist	C 2	H 4	E 2	A 2	B	E	D 3	13
Co-ordinator	D	B	A 1	H 2	F 2	C 3	G 1	9
Team worker	B 1	F	I 1	I	C 1	B	H	3
Resource Investigator	A	C 1	F	G 1	E	H	I	2
Shaper	F	E	C 3	B 1	D 1	G 2	A 1	8
Plant	I 2	G	D	E	H	A	F	2

Using the team type information

Now that you are more aware of your preferred style of working you can choose how to use the information.

Playing to your strengths

Whatever your preferred team type, see it as a strength.
Seek out tasks or projects requiring your skills.
Look for opportunities to work in teams that need your team-type to achieve the right balance.

Become more flexible

Remember the team type questionnaire shows your preferred style, this does not mean it needs to be your only style!
Think about your second, third, fourth choices - would you like to work more on these areas?
If you work in a team that does not have the right balance, could you think about taking on another team type role?
See other people's team type as a strength and think about how you could work more effectively together
Seek out tasks and projects to develop strengths in other areas (often we prefer doing things we are good at)

Using the information with others

You now have information about your team type, and may wish to think about using the questionnaire within your own team

Explain what it's all about – it's not a test, it's about individual preferences

Agree how you will all be able to use the information

Share your own team type – go first

Use the information to try out new ways of working together

A word of warning

Don't become a self-fulfilling prophecy. The questionnaire shows only your preferred style, it does not mean that you cannot operate in the other areas, only that given the choice you will adopt your preference.

EV (33)

LEARNING STYLES QUESTIONNAIRE
(Honey & Mumford - *revised 1986)*

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

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

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

18. I don't like disorganised things and prefer to fit things into a coherent pattern.✓

19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.✓

20. I like to relate my actions to a general principle.✓

21. In discussions I like to get straight to the point.✓

22. I tend to have distant, rather formal relationships with people at work.X

23. I thrive on the challenge of tackling something new and different.✓

24. I enjoy fun-loving, spontaneous people.✓

25. I pay meticulous attention to detail before coming to a conclusion.✓

26. I find it difficult to produce ideas on impulse.✓

27. I believe in coming to the point immediately.✓

28. I am careful not to jump to conclusions too quickly.✓

29. I prefer to have as many sources of information as possible - the more data to think over the better.X

30. Flippant people who don't take things seriously enough usually irritate me.X

31. I listen to other people's points of view before putting my own forward.✓

32. I tend to be open about how I'm feeling.X

33. In discussions I enjoy watching the manoeuvrings of the other participants.✓

34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.X

35. I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.

36. It worries me if I have to rush out a piece of work to meet a tight deadline.✓

37. I tend to judge people's ideas on their practical merits.X

38. Quiet, thoughtful people tend to make me feel uneasy.X

39. I often get irritated by people who want to rush things.X

40. It is more important to enjoy the present moment than to think about the past or future.✓

41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.✓

42. I tend to be a perfectionist.✓
43. In discussions I usually produce lots of spontaneous ideas.X
44. In meetings I put forward practical, realistic ideas.✓
45. More often than not, rules are there to be broken.X
46. I prefer to stand back from a situation and consider all the perspectives.✓
47. I can often see inconsistencies and weaknesses in other people's arguments.✓
48. On balance I talk more than I listen.X
49. I can often see better, more practical ways to get things done.✓
50. I think written reports should be short and to the point.✓
51. I believe that rational, logical thinking should win the day.✓
52. I tend to discuss specific things with people rather than engaging in social discussion.X
53. I like people who approach things realistically rather than theoretically.✓
54. In discussions I get impatient with irrelevancies and digressions.✓
55. If I have a report to write I tend to produce lots of drafts before settling on the final version.✓
56. I am keen to try things out to see if they work in practice.✓
57. I am keen to reach answers via logical approach.✓
58. I enjoy being the one that talks a lot.X
59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.✓
60. I like to ponder many alternatives before making up my mind.✓
61. In discussions with people I often find I am the most dispassionate and objective.X
62. In discussions I am more likely to adopt a 'low profile' than to take the lead and do most of the talking.✓
63. I like to be able to relate current actions to a longer-term bigger picture.X
64. When things go wrong, I am happy to shrug it off and 'put it down to experience'.X
65. I tend to reject wild, spontaneous ideas as being impractical.X
66. It's best to think carefully before taking action.✓
67. On balance I do the listening rather than the talking.✓

68. I tend to be tough on people who find it difficult to adopt a logical approach.X

69. Most times I believe the end justifies the means.X

70. I do not mind hurting people's feelings so long as the job gets done.X

71. I find the formality of having specific objectives and plans stifling.X

72. I am usually one of the people who puts life into a party.X

73. I do whatever is expedient to get the job done.✓

74. I quickly get bored with methodical, detailed work.X

75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.X

76. I am always interested to find out what people think.✓

77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.✓

78. I steer clear of subjective or ambiguous topics.✓

79. I enjoy the drama and excitement of a crisis situation.X

80. People often find me insensitive to their feelings.X

(Honey and Mumford 1986)

LEARNING STYLES QUESTIONNAIRE – SCORING

(Honey & Mumford 1986)

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

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

Ring your scores on this chart and join up.

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

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*

EV (34)

Thomas/Kilman Conflict Mode Instrument

HOW DO I MANAGE DIFFERENCES?

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

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

1. A There are times when I let others take responsibility for solving the problem.
   (B) Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.

2. (A) I try to find a compromise solution.
   B I attempt to deal with all of his and my concerns.

3. (A) I am usually firm in pursuing my goals.
   B I might try to soothe the other's feelings and preserve our relationship.

4. (A) I try to find a compromise solution.
   B I sometimes sacrifice my own wishes for the wishes of the other person.

5. (A) I consistently seek the other's help in working out a solution.
   B I try to do what is necessary to avoid useless tensions.

6. A I try to avoid creating unpleasantness for myself.
   (B) I try to win my position.

7 A I try to postpone the issue until I have had some time to think it over.
   (B) I give up some points in exchange for others.

8. A I am usually firm in pursuing my goals.
   (B) I attempt to get all concerns and issues immediately out in the open.

9. (A) I feel that the differences are not always worth worrying about.
   B I make some effort to get my way.

10. A I am firm in pursuing my goals.
    (B) I try to find a compromise solution.

11. (A) I attempt to get all concerns and issues immediately out in the open.
    B I might try to soothe the other's feelings and preserve our relationship.

12. A I sometimes avoid taking positions which could create controversy.
    (B) I will let him have some of his positions if he lets me have some of mine.

13. (A) I propose a middle ground.
    B I press to get my points made.

Source: Kenneth Thomas & Ralph Kilman (1976).

14. A I tell him my ideas and ask him for his.
(B) I try to show him the logic and benefits of my position.

15. A I might try and soothe the other's feelings and preserve our relationship.
(B) I try to do what is necessary to avoid tensions.

16. A I try not to hurt the other's feelings.
(B) I try to convince the other person of the merits of my position.

17. (A) I am usually firm in pursuing my goals.
B I try to do what is necessary to avoid useless tensions.

18. A If it makes the other person happy, I might let him maintain his views.
(B) I will let him have some of his positions if he lets me have some of mine.

19 (A) I attempt to get all concerns and issues immediately out in the open.
B I try to postpone the issue until I have had time to think it over.

20. (A) I attempt to immediately work through our differences.
B I try to find a fair combination of gains and losses for both of us.

21. (A) In approaching negotiations, I try to be considerate of the other person's wishes.
B I always lean toward a direct discussion of the problem.

22. (A) I try to find a position that is intermediate between his and mine.
B I assert my wishes.

23. (A) I am very often concerned with satisfying all our wishes.
B There are times when I let others take responsibility for solving the problem.

24. A If the other's position seems very important to him, I would try to meet his wishes.
(B) I try to get him to settle for a compromise solution.

25. A I try to show him the logic and benefits of my position.
(B) In approaching negotiations, I try to be considerate of the other person's wishes.

26. A I propose a middle ground.
(B) I am nearly always concerned with satisfying all our wishes.

27. A I sometimes avoid taking positions which could create controversy.
(B) If it makes the other person happy, I might let him maintain his views.

28. A I am usually firm in pursuing my goals.
(B) I usually seek the other's help in working out a solution.

29. A I propose a middle ground.
(B) I feel that the differences are not always worth worrying about.

30. A I try not to hurt the other's feelings.
(B) I always share the problem with the other person so that we can work it out.

Source: Kenneth Thomas & Ralph Kilman (1976).
Thomas/Kilman Conflict Mode Instrument

Your scores on the 5 styles for handling conflict

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

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

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

Source: Kenneth Thomas & Ralph Kilman (1976).

The maximum score for any style is 12 and the total aggregate score is 30. A score of more than 6 on any style would indicate a preference for that mode, while a score of less than 6 would indicate relative neglect.

This is only a one-point-in-time measure of your reaction to conflict situations and should not be taken as having great validity. The best way to use it is to see it as a corroborative device for your own perception of your preferred style.

FOLLOW-UP

You need practice and application if you are to develop your skills in resolving conflicts. We may be better managers if we accept that conflict and 'politics' are part of organisational life, rather than symptoms of organisational ill health – though there may be a difference between constructive and destructive conflict and politics.

EV (35)

Communication Style Questionnaire

This questionnaire is designed to help you assess your ***preferred communication style***.

Thinking about your behaviour at work, write a score against each statement to represent which best typifies your behaviour where:

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

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

Self-Assessment: Results

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

Then total each column downwards.

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

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

Q1 **4**	Q3 **3**	Q4 **1**	Q2 **1**
Q5 **4**	Q6 **4**	Q7 **3**	Q8 **2**
Q10 **3**	Q11 **2**	Q9 **2**	Q12 **3**
Q14 **4**	Q15 **1**	Q16 **1**	Q13 **1**
Q18 **3**	Q17 **1**	Q19 **1**	Q20 **2**
Total **18**	Total **11**	Total **8**	Total **9**
Assertive	Passive	Passive Aggressive	Aggressive

EV (36)

Active Listening

How well do you listen?

Think about your 1-2-1 interactions in University and in your personal life. For each item, indicate how frequently you practice a particular behaviour. Place a tick in the appropriate column.

	Almost Always	Sometimes	Rarely
1. I maintain eye contact with the person talking to me.	✓		
2. I allow others to finish expressing their thoughts without interrupting.	✓		
3. I refrain from engaging in other activities while someone is talking to me.	✓		
4. I paraphrase what the other person has said to ensure my understanding of his/her message		✓	
5. I concentrate and focus on the other person's message even if I'm not interested.			✓
6. I refrain from forming a disagreement in my head while the other person is speaking.		✓	
7. I ask open ended questions to clarify my understanding of the other person's message.	✓		
8. I refrain from thinking of other things or day-dreaming while the other person is talking.	✓		
9. I use nonverbal cues such as head nodding to encourage the speaker to continue.	✓		
10. I "tune out" sounds and other external distractions when listening to someone speak.	✓		
11. I take notes, when necessary, to help me remember key points from the conversation.		✓	
12. I do not overreact to emotionally charged words.	✓		
13. I listen to the other person's main message.	✓		
14. I pay attention to the other person's nonverbal cues that may contradict his/her message.	✓		
15. I concentrate on the other person's message, not on his or her appearance or mannerisms.		✓	

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on quality of your relationships with others.

- We listen to obtain information.
- We listen to understand.
- We listen for enjoyment.

- We listen to learn.

Given all this listening we do, you would think we'd be good at it!

In fact most of us are not, and research suggests that we remember between 25 percent and 50 percent of what we hear. That means that when you talk to your boss, colleagues, customers or spouse for 10 minutes, they pay attention to less than half of the conversation. This is dismal!

Turn it around and it reveals that when you are receiving directions or being presented with information, you aren't hearing the whole message either. You hope the important parts are captured in your 25-50 percent, but what if they're not?

Clearly, listening is a skill that we can all benefit from improving. By becoming a better listener, you will improve your productivity, as well as your ability to influence, persuade and negotiate. What's more, you'll avoid conflict and misunderstandings. All of these are necessary for workplace success!

About Active Listening

The way to become a better listener is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.

In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.

If you're finding it particularly difficult to concentrate on what someone is saying, try repeating their words mentally as they say them – this will reinforce their message and help you stay focused.

To enhance your listening skills, you need to let the other person know that you are listening to what he or she is saying. To understand the importance of this, ask yourself if you've ever been engaged in a conversation when you wondered if the other person was listening to what you were saying. You wonder if your message is getting across, or if it's even worthwhile continuing to speak. It feels like talking to a brick wall and it's something you want to avoid.

Acknowledgement can be something as simple as a nod of the head or a simple "uh huh." You aren't necessarily agreeing with the person, you are simply indicating that you are listening. Using body language and other signs to acknowledge you are listening also reminds you to pay attention and not let your mind wander.

You should also try to respond to the speaker in a way that will both encourage him or her to continue speaking, so that you can get the information if you need. While nodding and "uh huhing" says you're interested, an occasional question or comment to recap what has been said communicates that you understand the message as well.

Becoming an Active Listener

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they say.

1. Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

- Look at the speaker directly.
- Put aside distracting thoughts.
- Don't mentally prepare a rebuttal!
- Avoid being distracted by environmental factors. For example, side conversations.
- "Listen" to the speaker's body language.

2. Show That You're Listening

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Note your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small verbal comments like yes and uh huh.

3. Provide Feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.

- Ask questions to clarify certain points. "What do you mean when you say?" "Is this what you mean?"
- Summarize the speaker's comments periodically.

If you find yourself responding emotionally to what someone said, say so, and ask for more information: "I may not be understanding you correctly, and I find myself taking what you said personally. What I thought you just said is XXX; is that what you meant?"

4. Defer Judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

- Allow the speaker to finish each point before asking questions.
- Don't interrupt with counter arguments.

5. Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. You add nothing by attacking the speaker or otherwise putting him or her down.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person in a way that you think he or she would want to be treated.

Key Points

It takes a lot of concentration and determination to be an active listener. Old habits are hard to break, and if your listening habits are as bad as many people's are, then there's a lot of habit-breaking to do!

Be deliberate with your listening and remind yourself frequently that your goal is to truly hear what the other person is saying. Set aside all other thoughts and behaviours and concentrate on the message. Ask questions, reflect, and paraphrase to ensure you understand the message. If you don't, then you'll find that what someone says to you and what you hear can be amazingly different!

Development Plan

NAME:	MELANIE GOUGH	MEMBERSHIP NUMBER:	54660544	COVERING THE PERIOD	From:	January 2020	To:	June 2020

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Employee relations				
Research the background to legislative change. Keep abreast of national consultation on the employment law agenda through sources such as the government website.	Regularly access the government website to read Regularly access the CIPD website Regularly access personnel today website Attend local employment law update events	BOOKS: Human Resource Practice (Malcolm & Whiting); Introduction to HRM (Leatherbarrow, Fletcher & Currie) CIPD FACTSHEETS: Discipline and grievances at work; Diversity in the workplace: an overview; Employee relations: an overview; Health and wellbeing at work; Redundancy Support from my Manager and peers	I will be well informed of legislative changes and will have a good understanding of the employment law agenda.	May 2020 and ongoing

EV (37)

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Service delivery & information				
Identify systems and processes in my role that I can become an 'expert user' of. Use my expertise to feedback suggestions for improvement and to coach team members.	Review current systems and processes.	CIPD FACTSHEETS: HR outsourcing; HR shared service centres; Retention of HR records BOOKS: Human Resource Practice (Malcolm & Whiting); Introduction to HRM (Leatherbarrow, Fletcher & Currie); Studying HRM (Taylor & Woodhams)	I will be an 'expert user' of a HR system or process. The system or process will be improved. I will have the expert knowledge and skills necessary to coach colleagues and staff.	May 2020

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Leading HR				
Ensure I am familiar with my organisation's people policies and processes, by reading through them. Identify the different questions I might ask if I were an employee, and work through some 'good' answers with a colleague. Spend time observing colleagues who give HR advice and learn from the way they talk to customers in the business.	Read through the organisation's people policies and processes to identify questions. Work through some 'good' answers with a colleague. Spend time observing colleagues who give HR advice and learn from the way they talk to customers in the business.	BOOKS: Human Resource Practice (Malcolm & Whiting); Introduction to HRM (Leatherbarrow, Fletcher & Currie); Studying HRM (Taylor & Woodhams); Learning & Development Practice (Beevers & Andrew)	I will be familiar with the organisation's people policies and processes. Identify the different questions you might ask if you were an employee, and work through some 'good' answers with a colleague. I will have knowledge and experience of what good HR advice is.	May 2020

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Personally Credible				
Pick one area within my role that I am less comfortable or familiar with. Proactively research this area through reading, research and talking to others.	Proactively research this area through reading, research and talking to others.	CIPD SURVEY REPORT: HR Outlook: Winter 2012-13: views of our profession	I will be more familiar and comfortable with this area.	May 2020

CIPD Candidate evidence matrix

(CEM1)

Candidate name: Melanie Gough				**CIPD Membership/registration No.:** 54660544		
Qualification title: CIPD Level 5 Diploma in Applied Human Resources				**Unique Learner No. (ULN):** 1910141		
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	CIPD Student Membership	EV 1		
5CDPP	Developing Professional Practice in Human Resources	1.1	CIPD Diploma in HR Programme Handbook 2019-20	EV 2		
5CDPP	Developing Professional Practice in Human Resources	1.1	Module Directory	EV 3		
5CDPP	Developing Professional Practice in Human Resources	1.1	Timetable 1920 Year 1	EV 4		
5CDPP	Developing Professional Practice in Human Resources	1.1	Managing your Learning	EV 5		
5CDPP	Developing Professional Practice in Human Resources	1.1	Induction Questionnaire	EV 6		
5CDPP	Developing Professional Practice in Human Resources	1.2	UWTSD Student Code of Conduct	EV 7		
5CDPP	Developing Professional Practice in Human Resources	1.2	Student Charter	EV 8		
5CDPP	Developing Professional Practice in Human Resources	1.2	CIPD Code of Professional Conduct	EV 9		
5CDPP	Developing Professional Practice in Human Resources	1.3	Student Hub	EV 10		
5CDPP	Developing Professional Practice in Human Resources	1.3	Moodle	EV 11		
5CDPP	Developing Professional Practice in Human Resources	1.3	Online Library	EV 12		
5CDPP	Developing Professional Practice in Human Resources	1.3	IT Helpdesk	EV 13		
5CDPP	Developing Professional Practice in Human Resources	1.3	Student Services	EV 14		
5CDPP	Developing Professional Practice in Human Resources	1.3	Distance Learning Guide	EV 15		

5CDPP	Developing Professional Practice in Human Resources	1.3	Undergraduate Student Guide	EV 16		
5CDPP	Developing Professional Practice in Human Resources	1.3	Academic Quality Handbook	EV 17		
5CDPP	Developing Professional Practice in Human Resources	3.1	Meeting Notes 12/11/19 Agreeing Actions	EV 18		
5CDPP	Developing Professional Practice in Human Resources	3.1	Trello Project Management Tool	EV 19		
5CDPP	Developing Professional Practice in Human Resources	3.1	2019 Apprenticeship Advert	EV 20		
5CDPP	Developing Professional Practice in Human Resources	3.1	Logo & Strapline	EV 21		
5CDPP	Developing Professional Practice in Human Resources	3.1	Draft Adverts (6); Final Advert	EV 22		
5CDPP	Developing Professional Practice in Human Resources	3.1	Application Form	EV 23		
5CDPP	Developing Professional Practice in Human Resources	3.1	Communications	EV 24		
5CDPP	Developing Professional Practice in Human Resources	3.1	Western Telegraph Banner	EV 25		
5CDPP	Developing Professional Practice in Human Resources	3.1	Western Telegraph Advert	EV 26		
5CDPP	Developing Professional Practice in Human Resources	3.1	EngineerYourFuture.co.uk website	EV 27		
5CDPP	Developing Professional Practice in Human Resources	3.2	Project Obstacles	EV 28		
5CDPP	Developing Professional Practice in Human Resources	3.2	Feedback from Stakeholders	EV 29		
5CDPP	Developing Professional Practice in Human Resources	3.2	Weekly Analytics Report	EV 30		
5CDPP	Developing Professional Practice in Human Resources	5.1	Self-Assessment	EV 31		
5CDPP	Developing Professional Practice in Human Resources	5.2	Belbin Questionnaire (Team Roles)	EV 32		
5CDPP	Developing Professional Practice in Human Resources	5.2	Learning Style Questionnaire	EV 33		
5CDPP	Developing Professional Practice in Human Resources	5.2	Conflict Styles Questionnaire	EV 34		

5CDPP	Developing Professional Practice in Human Resources	5.2	Communication Styles Questionnaire	EV 35		
5CDPP	Developing Professional Practice in Human Resources	5.2	Active Listening Questionnaire	EV 36		
5CDPP	Developing Professional Practice in Human Resources	5.3	Development Plan	EV 37		

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:**	**13th January 2020**

Notes on candidate evidence matrices

Candidates should be encouraged to develop a matrix indicating how their evidence relates to each unit/module and learning outcomes/assessment criteria. This helps advisors and assessors to support candidates to draw links between units and encourage cross-referencing and the possible multi-use of evidence.

Evidence matrices can be developed using the unit/module and learning outcomes/assessment criteria, giving candidates an opportunity to link their evidence to each outcome.

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

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