CIPD Candidate evidence matrix (EXAMPLE)

(CEM1)

Candidate name: Carla Roberts				CIPD Membership/registration No.:		
Qualification title: CIPD Diploma in Applied Human Resources				Unique Learner No. (ULN): 1810259		
Unit code	**Unit title**	**Assessment criteria no.**	**Evidence description**	**Evidence reference number**	**Assessor initials**	**I/V initials if sampled**
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Induction Questionnaire	E1		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Learning Guide	E2		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Course Timetable	E3		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	CIPD Code of Practice	E4		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	UWTSD Code of Practice	E5		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	My Day (screenshot)	E6		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Moodle (screenshot)	E7		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Library Resources (screenshot)	E8		
5CDPP	Developing Professional Practice in Human Resources	1.1, 1.2, 1.3	Turnitin Guide (screenshot)	E9		
5CDPP	Developing Professional Practice in Human Resources	3.1	Email Correspondence	E10		
5CDPP	Developing Professional Practice in Human Resources	3.2, 3.3	Email Correspondence	E11		
5CDPP	Developing Professional Practice in Human Resources	3.1	Careers Day Feedback Press Release	E12		
5CDPP	Developing Professional Practice in Human Resources	3.1	Project Plan (to do / checklist)	E13		
5CDPP	Developing Professional Practice in Human Resources	5.3	Personal Development Plan	5.3		
Candidate declaration:						

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

Signature:	C Roberts	**Date:**	29/11/18

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.

Developing Professional Practice in Human Resources – Activity 1

E1 - Induction Questionnaire

The induction questionnaire was distributed at the beginning of the course so that students had an understanding of the fundamentals of studying the course. This includes the schedule of the course and the programmes used to source and upload information. It also includes checks to make sure students understand which core text book is needed and how to access the library catalogue. It also asks about the contacts within the colleges and membership to the CIPD, as well as other key bits of information.

E2 – Learning Guide

The learning guide was given out at the start of the course so that students could get a good understanding of how much work is involved in the HR course. From this, I understood that every credit in each module, there should be approximately 5 hours of guided learning and 5 hours of self-directed learning. This consists of attending monthly workshops, completing activities in the learning plan and preparing and completing assignments.

E3 – Timetable

The timetable was also distributed at the beginning of the course so that students could see the different modules that make up the course content, as well as seeing when the correlating workshops are, the assignment deadlines and the type of assessment. This gave me a good understanding of the amount of assignments that make up the course and the format of the assignments. This is a range of methods such as reports, presentations and portfolios of evidence.

E4 – CIPD Code of Practice

The code of practice issued by the CIPD is to be adhered to by all CIPD members. They are grouped into different sections which are Professional Competence and Behaviour; Ethical Standards and Integrity; and Representative of the Profession and Stewardship. Examples include 'accept responsibility for their own professional actions and decisions', and 'demonstrate and promote sensitivity for the customs, practices, culture and personal beliefs of others'. These should be adhered to during all stages of a CIPD member's career.

E5 – UWTSD Code of Practice

The code of practice for the university is put in place to make sure students to learn in an inclusive, supportive and safe environment. This code of practice is split into three sections which are people (physical misconduct, sexual misconduct and abusive behaviour); property (damage to property, unauthorised taking or use of property, and causing a health or safety concern; and university (operational obstruction and reputational damage).

E6 – My Day

My Day is the University's portal where students can find information such as student news and bulletins, opportunities and careers, and links to other areas of the University's website such as

Moodle and the Library. There is also information on the societies students can join and who the student representatives are. It is also where students can report IT issues and give ideas.

E7 – Moodle

Moodle is used as the main form of communication between students and tutors. The tutor can add lecture notes and presentations, activities, information and links. It is also used alongside Turnitin so that students can upload assignment submissions. Students can also contribute to blogs and discussions. It can be accessed via the University's 'quick links' page.

E8 – Library Resources

The University library enables students to access books, journals, newspapers and past research papers. This can help when writing essays or researching topics of interest to them. Students use their logins to access these online and can do so from home or from using the library. The library on the University campuses also provides students to relevant books and magazines.

E9 – Turnitin Guide

Students have also been provided with guidance on how to submit essays using the Turnitin function of Moodle. Draft submissions can be uploaded to check for plagiarism, as well as submitting the final draft for the tutor to mark. Once submitted, an email will be sent to the student's email and it will also provide a digital receipt.

5CDPP – Developing Professional Practice in Human Resources

Activity 3

In my role as Recruitment Officer, there have been several projects that I have had to organise such as recruitment events, careers events and solutions to recruitment problems. For this task, I will talk about a careers event that I planned and implemented. As stated by Johns and Perkins (2016), there are five stages of managing a project. These are initiation; planning and design; execution; monitoring and controlling; and completion.

There are several tools that can be used when planning a project. In this example, I had written a 'to do' list and ticked items off upon completion; this is shown in Figure E13. However, more complex tools such as a Gantt chart can be used. Johns and Perkins (2016) note that the aim of this type of chart is to monitor milestones to keep everything on track and to see how delays in some areas can have a huge impact on the overall completion of the project.

Figure E10 shows the email correspondence between a Careers Wales representative and myself which is the initiation stage of managing a project. She asks if it is a possibility to organise an event where pupils from different schools can attend Bluestone to find out about possible opportunities. The aim was to encourage them to get into work once they leave school, as they were at risk of becoming NEET (Not in Education, Employment or Training).

Figure E11 shows correspondence between myself and several managers during the planning and design stage, asking if they could attend to talk to the pupils about their specific departments. I was informed that the pupils had an interest in Hair and Beauty, Maintenance and lifeguarding. Therefore, I arranged for the Spa Manager, Facilities Manager and Leisure manager to be the ones to talk to them. I also involved one of the Food and Beverage Managers as this could be something that the pupils would also have an interest in. Arranging for several managers to attend this event involved using influencing, persuading and negotiating skills. Although there are many benefits of holding a careers event, it would be taking precious time out of the business, which can be very difficult for members of staff to do in a busy period. I therefore took this into account when creating the schedule so that I was able to persuade them to help. I did this by offering a short slot of 45 minutes for this part of the event; a previous schedule I had drafted had meant them staying for the whole event. Yemm (2008) found that there are six attributes that a successful influencer should possess. These are friendliness, empowerment, vision, the ability to build alliances, expertise and knowledge, and a bargaining skill. The email I sent to managers was conveyed in a friendly way and explained the reason for their involvement in the event, the vision being that they could be future employees one day. The people I chose were those who I had worked with previously, and therefore had built relationships with.

I also had to negotiate with the Food and Beverage manager when organising the event. He was unable to make the event as he had another meeting that day, but he then suggested that one of his restaurant managers do it instead as he had great public speaking experience and a passion for the industry; we therefore agreed that he could do it instead. Johns and Perkins (2016) found that HR professionals should prepare for negotiation by understanding the goals, knowing what can be traded as negotiators, what alternatives there are, relationships between the two parties, expected outcomes, consequences and who holds the most power.

As with most projects, problems occur during one or more of the stages of project management. On the morning of the careers event, I visited the venue to make sure it had been set up as instructed, but it had been left in the standard table format. I therefore had to source help to make sure the venue was set up in time for the pupils and teachers to visit. I enlisted help from the chefs to help me move the tables and chairs, and called our IT department to help set up the projector and screen so that it could be viewed by everyone. This required using reactive problem solving techniques. However, I could then learn from this for future events. Often, Root Cause Analysis can be used when a problem has occurred at work. This involves five steps which are identifying the problem; collecting data; identifying possible causes; selecting the main cause; and finding a solution. In this instance, I found that the cause of the problem being was that the venue managers no longer used the same venue booking calendar, so had missed that the event was going ahead in that room on that day. A solution going forward was to email the relevant managers and adding it as a calendar invite, to ensure that it couldn't be missed.

Figure E12 shows an article that was written by Careers Wales. This shows how the project was executed including the schedule of the day. This was an effective way of evaluating the event as there was feedback from the pupils and teachers that attended; therefore it sits within the monitoring and controlling stage of the project. The feedback was very positive. Statistics showed that 92% of pupils felt they had learned something new as a result of the visit, and 100% of pupils felt more positive, more motivated and more confident about their future plans. This then let onto project completion, with talks of similar events being held in the future and was one of the reasons that Careers Wales awarded Bluestone with a Gold Valued Partner Award.

Therefore, this project required planning, implementation, monitoring, evaluating, resolving a problem, influencing, persuading and negotiating with others. These are skills that are vital in arranging a project.

Reference List

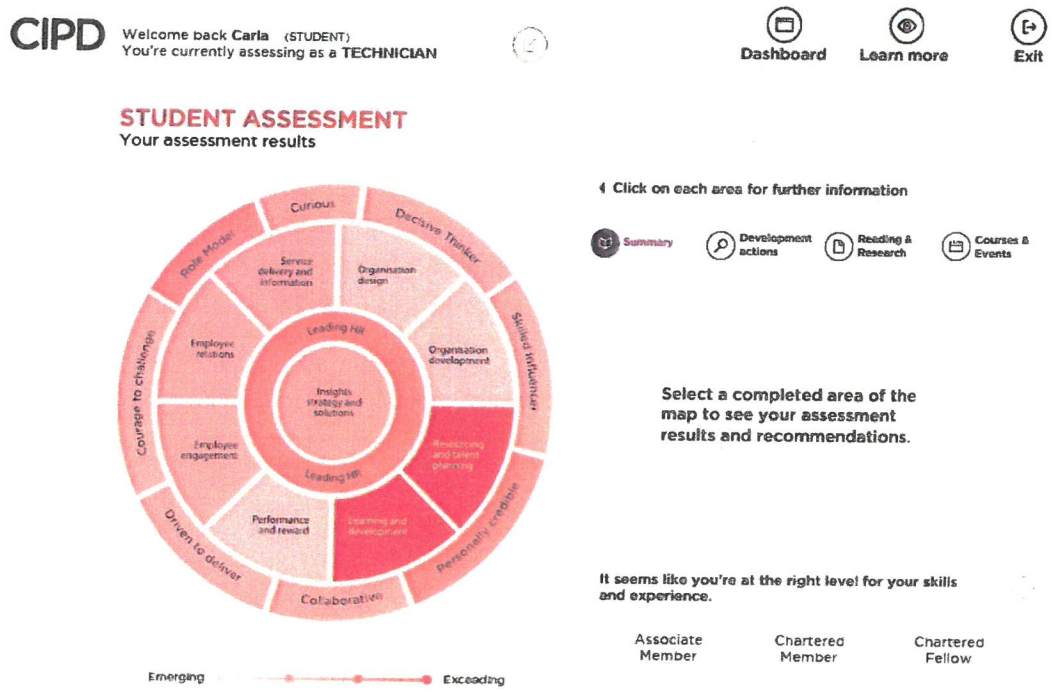
Mindtools.com. (2018). *Root Cause AnalysisTracing a Problem to Its Origins*. [online] Available at: https://www.mindtools.com/pages/article/newTMC_80.htm [Accessed 20 Nov. 2018].

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

Yemm, G. (2008). Influencing Others – a key skill for all. *Management Services.* Summer. Vol 52, No 2. Pp21-4.

5.1.

The below map feature is taken from the CIPD profession map based on my own knowledge and experience of working within the HR profession.



5.2.

The HR profession map identifies areas of professional development needs across the different areas of HR and the different behaviours expected of a HR professional. The assessment asks users to rate themselves on a scale for different criteria in each stage, ranging through the stages of Emerging, Developing, Meeting Expectations, and Exceeding Expectations.

The two core areas of the map are 'Insights, Strategy and Solutions', and 'Leading HR'. The self-assessment I did shows that I am meeting expectations within the 'Leading HR' but my skills within 'Insights, Strategy and Solutions' are developing. Therefore, both need to be developed through research, experience and training.

From the profession map above, it shows that I am exceeding in 'Resourcing and Talent Management', as well as in 'Learning and Development'. This is due to my current role as Recruitment Officer and my previous role as Training Coordinator. However, my weakest areas are 'Organisation Design', 'Organisation Development', and 'Performance and Reward'. Therefore, these are areas that are to be worked on within my role. I therefore looked at some of the development actions for each of these areas and included them in my Personal Development Plan (Fig 5.3).

Out of the eight behaviours on the profession map, I am developing in six of those areas. For two behaviours, 'Role Model' and 'Personally Credible', I am meeting expectations but still need to develop if I am to exceed expectations.

The HR profession map gives a summary of their answers, development actions, reading and research options, and courses and events which might be relevant to the user. Examples of my development actions to meet my development needs are:

1. In the 'Employee Engagement' area:
Ask colleagues how you can support with the design and delivery of employee surveys for your organisation. Learn from observing how they design different, specific pieces of research.

2. In the 'Organisation Design' area:
Undertake research on job levelling using the CIPD website and other online HR resources. Speak to your manager or others in the organisation design team to understand how it's applied in your organisation.

3. In the 'Decisive Thinker' behaviour:
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.

E1

Induction Questionnaire

Diploma in Applied Human Resources

September 2018

	Question	Answer
1.	When, where and at what time will the course will be delivered?	Monthly → Wednesdays from 9:30 - 4:30 @ Pibwrlwyd
2.	How many modules form part of the programme?	16
3.	What are the term dates for this year?	19/09/18 - 03/07/19
4.	What is Moodle?	Student resource centre online
5.	What is Eduroam?	WiFi network
6.	What is Turnitin?	Online assignment submission method
7.	Do you know when you are required to hand in work?	Yes.
8.	What is the core text for this programme?	Studying Human Resource Management
9.	Do you know how to access the library catalogue?	Yes.
10.	Do you know who to go to if you have a question/concern about the course?	Yes.
11.	What is the name of the Training Adviser?	Alison Williams
12.	What is the name of the Course Lecturer?	Julie Thomas
13.	Will you be expected to complete work outside lessons?	Yes.
14.	Do you need to be a member of the CIPD?	Yes.
15.	What support is available for study skills?	Support services, Moodle
16.	Do you know where the fire-exits and first aid points are for the building?	Yes.
17.	How many credits is the programme?	90
18.	What is the length of the programme?	2 years
19.	Have you been given access to the student handbook and time-table?	Yes.
20.	What academic level is this qualification?	5

Name: Carla Roberts

Signed: CRB

CIPD Membership Number (to be added when available):

Signature of Lecturer: [signature]

Date: 17/10/18

E2

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

E3

Timetable – CIPD Diploma in Applied Human Resources 2018-2020

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

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

E4

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.

E5 - pg 1

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



SE1: Student Code of Conduct

Introduction

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

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

- recognise the 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.

E5 - pg 3

People

Disciplinary Offence	Examples Of Unacceptable Behaviour	Examples Of Sanctions
Physical Misconduct	Punching Kicking Slapping Pulling hair Biting Assault	Expulsion Suspension/Exclusion Restrictions/Conditions Behavioural contract Fine
	Pushing Shoving	Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Behavioural contract Restorative justice Fine
Sexual Misconduct	Sexual intercourse or engaging in a sexual act without consent Attempting to engage in sexual intercourse or engaging in a sexual act without consent Sharing private sexual materials of another person without consent Physical sexual harassment: inappropriate invasion of personal space and/or inappropriate physical behaviour Repeatedly following another person without good reason Making unwanted remarks or advances of a sexual nature Display of offensive materials Inappropriate texting, emailing, posting of sexual materials on-line including but not limited to using derogatory sexual terms to describe someone Asking for sexual favours and making decisions based on sexual advances being accepted or rejected	Expulsion Suspension/Exclusion Restrictions/Conditions Formal Warning Compulsory attendance at a workshop/coaching session Written Apology Behavioural contract

People

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

E5 - pg 5

Property

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

E5 - pg 6

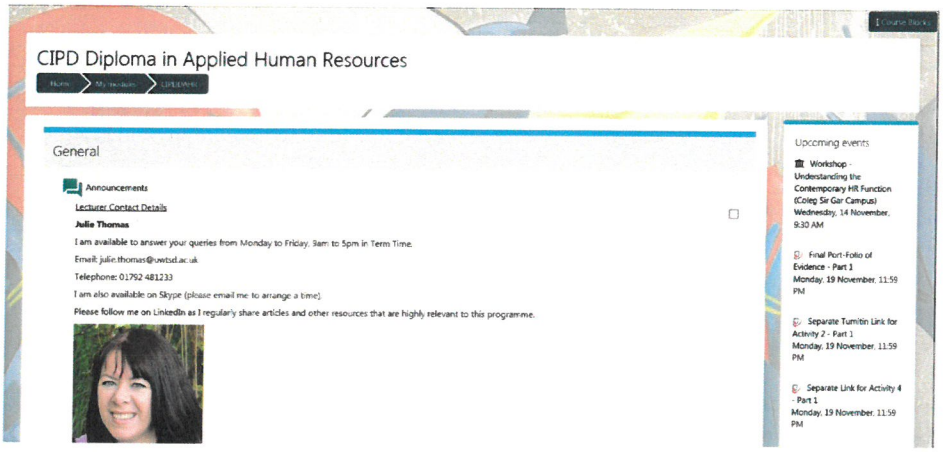
University

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

E6 – My Day



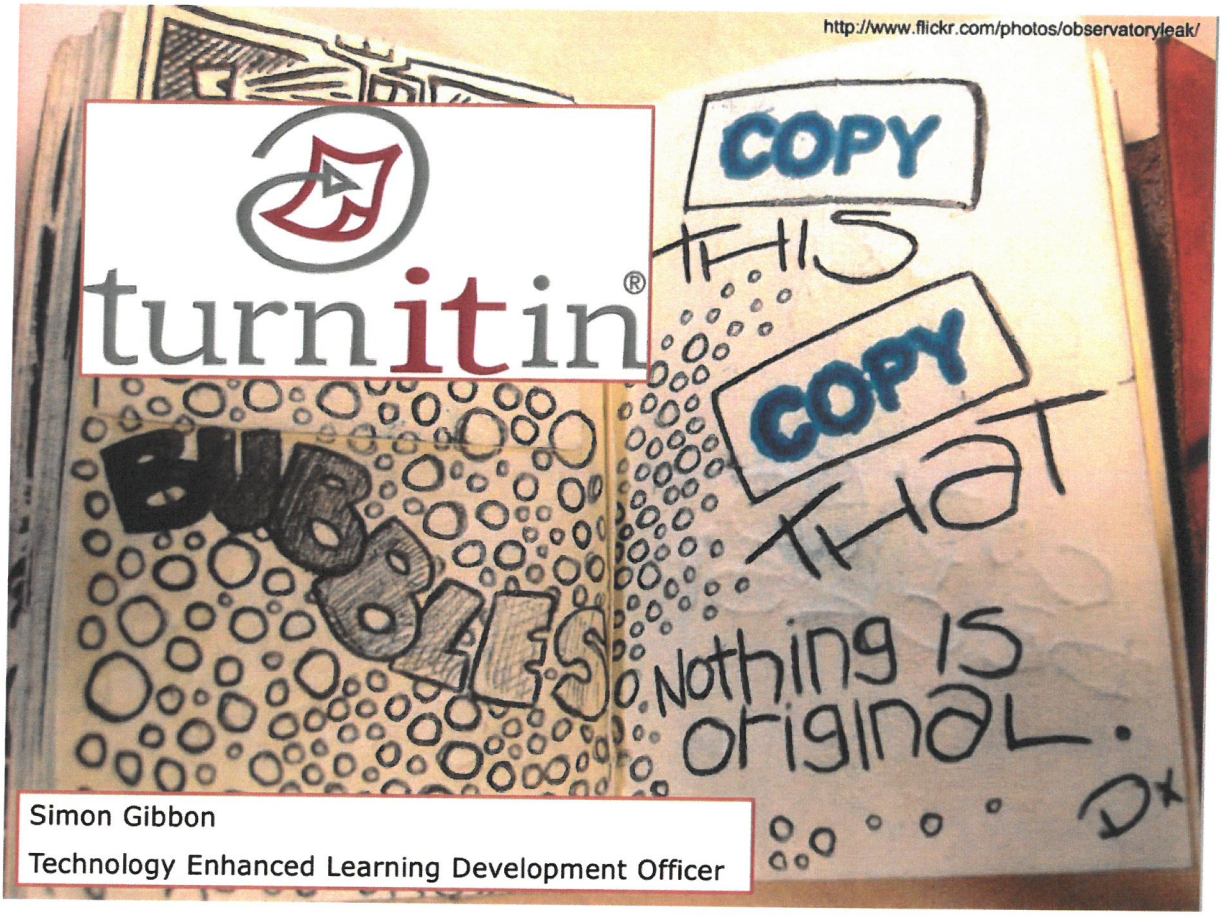
E7 – Moodle Screenshot



E8 – Library Resources



E9 – Turnitin Guide



Simon Gibbon
Technology Enhanced Learning Development Officer

E10 - pg 1

Carla Roberts

From: Rebecca [redacted] [rebecca.flanagan@careerswales.com]
Sent: 12 March 2018 16:25
To: Carla Roberts
Subject: RE: Visit to Bluestone

This will be great – thank you
Speak soon
Rebecca

Rebecca [redacted]
Cynghorydd Cyswllt Busnes | Business Engagement Adviser
Gyrfa Cymru | Careers Wales

Rhif Uniongyrchol | Direct Number: [redacted]
Symudol | Mobile: [redacted]
Gyrfa Cymru | Careers Wales: [redacted]

E-bost | E-mail: [redacted]
Gwefan | Website: [redacted]

From: Carla Roberts [mailto:[redacted]]
Sent: 12 March 2018 4:23 PM
To: Rebecca Flanagan
Subject: RE: Visit to Bluestone

Hi Rebecca,

How about Thursday 26th April? I will speak to managers of the different departments and get them on board. I think it's Thursdays that Ethan works in F&B so that could tie in well.

Let me know if that works well with the school and then I can get the ball rolling here.

Kind Regards,

Carla Roberts

Training Co-Ordinator

Bluestone National Park Resort

Tel: 01834 869900 ext. 456

Web: www.bluestonewales.com

PRINCESS ROYAL TRAINING AWARD

From: Rebecca [redacted] [mailto:rebecca.flanagan@careerswales.com]
Sent: 01 March 2018 16:04
To: Carla Roberts
Subject: RE: Visit to Bluestone

E10- pg 2

Can I say 20 pupils but this can change. I can make it less or more depending on what is best for you Rebecca

Get Outlook for Android

On Thu, Mar 1, 2018 at 3:37 PM +0000, "Carla Roberts" <[redacted]> wrote:

Hi Rebecca,

How many pupils would this be for?

Kind Regards,

Carla Roberts

Training Co-Ordinator

Bluestone National Park Resort

Tel: 01834 869900 ext. 456

Web: www.bluestonewales.com

PRINCESS ROYAL TRAINING AWARD

From: Rebecca [redacted] [mailto:[redacted]]
Sent: 28 February 2018 16:03
To: Carla Roberts
Subject: Visit to Bluestone

Hi Carla,

I have been approached by a few careers advisers in careers wales to see if I could organise a visit to Bluestone for some of their Cynnydd pupils. The aim of the visit would be to talk to them about Bluestone, give them a short tour and allow them to see some of the different departments where your staff work e.g. Blue Lagoon and activities, catering, maintenance/security/housekeeping etc.

The group would be made up of year 10 and year 11 pupils from Dyffryn Taf, Pembroke, Milford Haven Schools and possibly the Pembrokeshire Learning Centre. They would come with the Careers Advisers and staff from the school. So it would also be good for these to gain an insight into the organisation and the different job roles that are available.

We could even coincide the visit with a day when Ethan Stewart is there and they could see how well he has done on his work placement at Bluestone and see all the things that he has achieved. Ethan could even prepare some lunch for them!!!

Cynnydd pupils are young people who are at risk of not progressing into education, training or employment after school, so employer visits like these play an important part in introducing them to the world of work and giving them the right information about what is available to them after they leave school.

Here are a few dates, it could be half a day or a full day depending on what you are able to offer and when is a good time for you.

E10 - pg 3

If these dates aren't suitable, happy for you to suggest one.

March 16th or 22nd or 23rd

April 25th, 26th and 27th

Hope you can help and speak soon
Rebecca

Rebecca Flanagan
Cynghorydd Cyswllt Busnes | Business Engagement Adviser
Gyrfa Cymru | Careers Wales

Rhif Uniongyrchol | Direct Number: [redacted]
Symudol | Mobile: [redacted]
Gyrfa Cymru | Careers Wales: [redacted]

E-bost | E-mail: [redacted]
Gwefan | Website: [redacted]

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Registered Office: Career Choices Dewis Gyrfa trading as Careers Wales Gyrfa Cymru, 53 Charles Street, Cardiff, CF10 2GD
Registered Number: 7442837
Registered in England and Wales.

YMWRTHODIAD:
Mae'r e-bost hwn ac unrhyw ffeiliau a drosglwyddir gydag ef yn gyfrinachol, ac fe'u bwriedir ar gyfer defnydd yr unigolyn neu'r hanfod y'u cyfeirir hwy atynt yn unig. Os ydych wedi derbyn yr e-bost hwn ar gam a wnewch chi roi gwybod i'r sawl a'i hanfonodd os gwelwch yn dda. Nodwch mai barn yr awdur yn unig yw unrhyw un a gyflwynir yn yr e-bost hwn, ac nid ydyw o anghenraid yn cynrychioli barn Careers Wales Gyrfa Cymru. Yn olaf, dylai'r derbynnydd wirio'r e-bost hwn ac unrhyw atodion rhag presenoldeb firysau. Nid yw'r cwmni'n derbyn unrhyw atebolrwydd am unrhyw ddifrod a achosir gan unrhyw firws a drosglwyddir gan yr e-bost hwn. www.gyrfacymru.com

Swyddfa Gofrestredig: Career Choices Dewis Gyrfa yn masnachu fel Careers Wales Gyrfa Cymru, 53 Heol Siarl, Caerdydd, CF10 2GD
Rhif Cofrestredig: 7442837
Cofrestrwyd yn Lloegr a Chymru.

E11 - pg 1

Carla Roberts

From: Mike Slack
Sent: 30 March 2018 17:08
To: Carla Roberts
Subject: RE: School Visit to Bluestone

I should be ok ☺

Kind Regards,

Mike

From: Carla Roberts
Sent: 30 March 2018 17:02
To: Samantha Hewer; Mike Slack; Steven Slaughter
Cc: Lucy Good
Subject: RE: School Visit to Bluestone

Hi all,

It will be from 11:15 until approx 12pm. Please let me know if you're able to make it ☺ thank you!

Kind Regards,

Carla Roberts

Training Co-Ordinator

Bluestone National Park Resort

Tel: 01834 869900 ext. 456

Web: www.bluestonewales.com

PRINCESS ROYAL TRAINING AWARD

From: Samantha Hewer
Sent: 29 March 2018 16:10
To: Carla Roberts; Mike Slack; Steven Slaughter
Cc: Lucy Good
Subject: RE: School Visit to Bluestone

Hi Carla,

What times would you need them from and till?

E11 - pg 2

Many thanks

Samantha Hewer

From: Carla Roberts
Sent: 29 March 2018 10:24
To: Mike Slack; Samantha Hewer; Steven Slaughter
Cc: Lucy Good
Subject: School Visit to Bluestone

Hi all,

We're arranging a visit from various schools on Thursday 26th April. This is being organised with Careers Wales.

It's currently for 26 people and they are pupils interested in the Leisure / Health and Beauty /Maintenance and Gardening sectors. Therefore, they are really engaged and interested in this industry so we'd love your input as they could end up being future Bluestone employees! ☺

It would be great for the groups to hear from a member/s of your team about working within the industry. Can you let me know if you, and/or a member of your team, would be available this day? I'll come up with a schedule ☺

Thanks all.

Kind Regards,

Carla Roberts

Training Co-Ordinator

Bluestone National Park Resort

Tel: 01834 869900 ext. 456

Web: www.bluestonewales.com

PRINCESS ROYAL
TRAINING AWARD

EHL - pg 1

Gyrfa Cymru Careers Wales

Cronfa Gymdeithasol Ewrop
European Social Fund

Bluestone National Park Resort is a privately owned, family holiday park, set in 500 acres of Pembrokeshire countryside. They have over 150,000 visitors every year and it consists of timber lodges, as well as cottages and studio apartments, the Blue Lagoon, which is an indoor water park, a Steep Ravine, an outdoor activity centre and a village that consists of shops, restaurants, a spa and lots more..... In 2008, when the park first opened they employed approx. 300 people. Today, and 10 years on the resort employs over 750 people and they have recently won the Welsh Employer of Year Award, 2018.

Bluestone have now started work on SkyDome which will create a further 55 jobs by 2019 when it opens, increasing the local economy by over £21m over 10 years and which during its construction stage will spend £3 million within the local construction sector.

Cynnydd West pupils from years 10 and 11 joined Careers Wales for an employer visit to Bluestone National Park Resort on April 26th, 2018. The pupils were from a variety of schools in Pembrokeshire and Carmarthenshire, including Ysgol Bro Gwaun, Pembroke School, Pembrokeshire Learning Centre, Milford Haven School and Ysgol Dyffryn Taf. The aim of the employer visit was to raise pupil awareness of the range and type of careers available at Bluestone, learn about Bluestone and the skills and qualities that the company look for in future employees, to gather valuable data about local labour market information and understand the benefits and value of working in the leisure and tourism industry.

9% of the workforce in Wales is employed in Tourism, Hospitality and Leisure. That's **1** in every **11**jobs.

(Welsh Government, 2014)

With this in mind, pupils and school staff started the day with a presentation about Bluestone and how they fit into the tourism, hospitality and leisure sector. Carla Roberts, Training Coordinator at Bluestone gave an inspiring and motivating talk to the pupils on the benefits of working for Bluestone, the different job roles and career opportunities available and why working for Bluestone is such an incredible experience.

Pupils, teachers and Careers Wales staff listened with interest to an inspiring and passionate presentation about Bluestone.

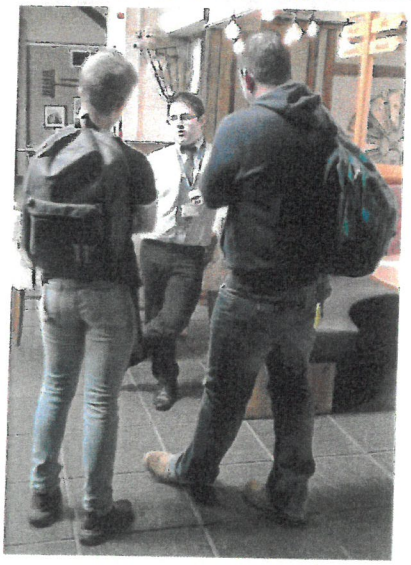
E12 - pg 2






In **Pembrokeshire, West Wales**, jobs in accommodation and food services are expected to grow the fastest by 2030, and account for 1 in every 9 jobs in the county.
(Cambridge Econometrics, 2015)




Cronfa Gymdeithasol Ewrop
European Social Fund

Pupils had the opportunity to take part in 'Speed Networking'. Bluestone staff from a variety of departments including, Food and Beverage, Leisure and Activities, Facilities and the Beauty Spa spoke to pupils about their job roles, about the skills and qualities needed to do their job and why they liked working for Bluestone. This also gave pupils the chance to ask questions and gain advice from the experts.

92% of the pupils felt that they learned something new as a result of their visit and 100% of the pupils felt more positive, more motivated and more confident about their future plans after speaking to the Bluestone staff. One of the pupils from Pembroke School said that he enjoyed talking to the Leisure Manager the most because it helped him to find out about the right skills needed to do different jobs.

Finally, pupils had a tour of the resort and were shown where the different departments were and could watch some of the staff at work in the Adventure Centre, Blue Lagoon and maintenance.













Bluestone is now one of Pembrokeshire's largest employers. They develop and nurture their staff providing a range of on-the-job training and development opportunities. They offer staff a Leadership Training programme called, Every Person Counts which gives Bluestone staff the knowledge and leadership skills they need to develop their role. Bluestone also runs a Management Development programme to give those staff that want to become managers, the skills and competencies they need.

Bluestone also offers an apprenticeship programme in their food and beverage department and health spa.

The staff are central to Bluestone and are vital to its success, which is why the CEO, William McNamara introduced a new benefit trust which means staff can now benefit from any profit that Bluestone make. Bluestone are the first company to use this scheme in the UK leisure industry.

Feedback from pupils and teachers was very positive and enthusiastic. Here are just some quotes from pupils and teachers that attended the visit,

'You don't need lots of experience; you just need to be the right person,' A, Ysgol Dyffryn Taf

'Bluestone has a lot of opportunities, a lot more than I thought' OPG, Pembrokeshire Learning Centre.

52% of the pupils felt that the visit provided them with lots of information about the different jobs available in the leisure and tourism industry and 32% of the pupils said that the visit made them think about what they would like to do after school.

A teacher from Pembrokeshire Learning Centre said, "We did not realise the scope of opportunities available at Bluestone."

'Talking to the lifeguard has inspired the pupils to want to work,' Teacher from Pembroke School.

'A positive day at Bluestone could help encourage students going into exams, especially if they find out about a job/career that interests them,' Teacher from Pembrokeshire Learning Centre.

'I thought the presentation was very interesting and informative and it definitely showed the benefits of a career at Bluestone,' Teacher from Pembrokeshire Learning Centre.

E13

Schools Visit - 26th April 2018

- Book FHG ✓
- Email managers to attend ✓
- Come up with schedule ✓
- Send schedule to Rebecca ✓
- Put on Visitors to Site calendar ✓
- Organise IT (laptop, speaker, projector + screen) ✓
- Organise drinks (hot + cold) ✓
- Ask for people to help with tours ✓
- Make presentation ✓
- Get MTa kit for activity + get Security to bring down ✓

10:00	Arrive
10:15	Intro to Bluestone → career options → pay + benefits → future plans → skills we look for
10:45	Team Build → dominoes → The Stack
11:15	Careers Talks → Sammi → Mike → Steve → ~~Neil~~ Harrison
12:00	Lunch
13:00	Tours of Bluestone
14:00	Depart

Location: FHG

Sammi - Smithy
Mike - Granary
Steve - Yard
Harrison - Yard

5CDPP Developing Professional Practice in Human Resources – Activity 5 – Fig 5.3

Development plan

NAME:	Carla Roberts	**MEMBERSHIP NUMBER:**	53274210
COVERING THE PERIOD FROM:	November 2018	TO:	May 2020

This record sheet is for your guidance only – you may present your development plan in any other format.

Planned outcome

Where do I want to be by the end of this period? What do I want to be doing? (This may be evolutionary or "more of the same".)

What do I want/need to learn?	What will I do to achieve this?	What resources or support will I need?	What will my success criteria be?	Target dates for review and completion
Employee Engagement - How to design and develop reports and presentations to feedback employee engagement data	Ask colleagues how I can support with the design and delivery of employee surveys for the organisation. Learn from observing how they design different, specific pieces of research.	Allocated time and support from colleagues and line manager. Access to previous pulse survey results.	Collate feedback from managers and the HR Manager / Director	April 2019
Organisation design - The principles of job levelling	Undertake research on job levelling using the CIPD website and other online HR resource, as well as asking relevant people within Bluestone.	Data gathered from the CIPD website and other online sources. Time allocated with managers.	Contributing to organisational design being implemented using job levelling as a factor	October 2019
Decisive thinker - To be able to assess the value of information and data before using it to make decisions	Investigate the range of information/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.	Support from line manager. Time allocated to research how data can be used effectively within HR.	Better understanding of how information can be used, and analysing Bluestone data more regularly for exit interviews and absence reporting.	February 2019