

CIPD

*Championing better
work and working lives*

Foundation level Specification Human Resources

Regulated Qualifications Framework (RQF)

July 2019



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Key information

Qualification objective

Foundation qualifications reflect a wide range of relevant practical skills in human resource practice. They are suited to individuals who:

- are aspiring to, or embarking on, a career in HR
- are working in the field of HR in a support role and wish to develop their knowledge and skills
- have responsibility for HR activities and decisions within an organisation without a specialist function.

Total qualification time

Total Qualification Time (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.

Assessment

Candidates are assessed via a range of assessment methods to ensure that all the learning outcomes and assessment criteria are met in a way that enhances their learning experience. The assessments will allow candidates to demonstrate a clear grasp of the concepts and their ability to link theory to practice and to communicate clearly in the HR field at the appropriate level. Although a variety of assessment methods may be used, the demands made on candidates within and between centres must be comparable to ensure consistency of assessment.

All unit assessment criteria are summatively assessed. Formative assessment is also encouraged within each unit.

Assessment methods may include:

- assignments
- case studies
- integrated work activities
- group and individual presentations
- projects
- reports
- time constrained tests
- examinations
- Viva Voce

Competency-based assessment may also be used in centres that are approved for this method of assessment and have assessors that are occupationally competent.

Centres may choose activities from the CIPD Assessment Bank or design their own. Where a centre devises its own assessments, these must be approved by the CIPD before use.

All centre-marked assessments are subject to external verification to ensure that standards are judged comparatively against internal and external benchmarks.

Credit transfer, exemptions, and recognition of prior learning

CIPD encourages the recognition of previous achievements of candidates. Credit transfer, exemptions, and recognition

of prior learning play an important part in this by supporting candidate progression.

During the initial diagnostic interview with candidates any credit transfer, exemption and RPL opportunities should be discussed and the appropriate evidence collected.

Credit transfer

Credit transfer is the process of using credits awarded in the context of one of the CIPD Level 3 Foundation, Level 5 Intermediate or Level 7 Advanced qualifications or other RQF qualification towards the achievement requirements of another CIPD qualification of the same level/type.

Exemption

Exemption is defined as the facility for a candidate to claim exemption from some of the achievement requirements of a CIPD qualification, using evidence of certificated achievement which does not fall within the definition of credit transfer but is deemed by the CIPD to be of equivalent level, content and value.

This means that candidates who have certificated achievements which do not fall within the definition of a credit transfer, as described above, can claim exemption from units/modules within CIPD qualifications that are deemed by CIPD to be of equal level, content and value.

Recognition of prior learning (RPL)

Where candidates do not have prior certificated achievements but do have some non-formal or informal learning, they may seek recognition of prior learning (RPL). We define RPL as a method of assessment, leading to the award of credit that considers whether a candidate can demonstrate that they can meet the assessment requirements for a unit/module through knowledge, understanding and skills they already possess and do not need to develop through a course of learning.

Progression opportunities

CIPD has 3 sizes of qualification, Awards, Certificates, and Diplomas. Candidates can widen their knowledge further by undertaking more units at any time.

On completion of the CIPD Level 3 Award in Human Resources Essentials (2-12 credits), candidates can progress their studies by undertaking further units and gaining more credits to achieve a CIPD Level 3 Certificate in Human Resources Practice (28 credits) or a CIPD Level 3 Diploma in Human Resources Practice (37 credits).

Candidates can also progress their studies further by undertaking the CIPD Intermediate Level qualifications.

Rules of combination for CIPD awarded¹ Level 3* Foundation qualifications (effective from 1st August 2015)

¹ CIPD awarded qualification are offered at centres with no qualification awarding powers

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Core units	Unit code	Credit value	Guided learning hours
Developing Yourself as an Effective Human Resources or Learning and Development Practitioner	4DEP	4	20
Understanding Organisations and the role of Human Resources	3HRC	4	20
Recording, Analysing and Using Human Resources Information	3RAI	2	10

Group A Optional Units	Unit code	Credit value	Guided learning hours
Resourcing Talent	3RTO	6	30
Supporting Good Practice in Managing Employment Relations	3MER	6	30
Supporting Good Practice in Performance and Reward Management	3PRM	6	30
Contributing to the Process of Job Analysis	3CJA	3	15
Supporting Change within Organisations	3SCO	3	15

Group B Optional Units Registration start date: 01/08/2015	Unit code	Credit value	Guided learning hours
Identifying Learning and Development Needs Cannot be taken in combination with: Undertaking a Learning Needs Analysis (Registration end date: 31/07/2015)	3LDN	3	15
Designing Learning and Development Activities Cannot be taken in combination with: Preparing and Designing Learning and Development Activities (Registration end date: 31/07/2015)	3DES	6	30
Delivering Learning and Development Activities Cannot be taken in combination with: Delivering Learning and Development Activities (Registration end date: 31/07/2015)	3DEL	6	30
Evaluating Learning and Development Activities Cannot be taken in combination with: Evaluating Learning and Development Activities (Registration end date: 31/07/2015)	3ELD	3	15
Supporting Individual Learning through Coaching and Mentoring Cannot be taken in combination with: Developing Coaching Skills for the Workplace (Registration end date: 31/07/2015) OR Developing Mentoring Skills for the Workplace (Registration end date: 31/07/2015)	3LCM	6	30
	3DCS		
	3DMS		

Rules of combination for CIPD awarded qualifications:

Level 3 Foundation Award in Human Resources Essentials = 2 to 12 credits and a TQT of between 20 and 120 hours

- choice of units from Core and Group A to a minimum of 2 credits and a maximum of 12 credits

Level 3 Foundation Certificate in Human Resources Practice = 28 credits and a TQT of 280 hours

- Choose 10 credits from all core units and 18 credits from optional units (total 28 credits)
- Optional choice must include a minimum of 12 credits from Group A and a further 6 credits from either Group A or Group B.

Level 3 Foundation Diploma in Human Resources Practice = 37 credits and a TQT of 370 hours

- Choose 10 credits from all core units and 27 credits from optional units (total 37 credits)
- Optional choice must include a minimum of 21 credits from Group A and a further 6 credits from either Group A or Group B.

Rules of combination for CIPD approved¹ Level 3* Foundation qualifications (effective from 1st August 2015)

¹ CIPD approved qualifications are offered at centres with qualification awarding powers e.g. university awards and university validated awards

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Core units	Unit code	Credit value	Guided learning hours
Developing Yourself as an Effective Human Resources or Learning and Development Practitioner	4DEP	4	20
Understanding Organisations and the role of Human Resources	3HRC	4	20
Recording, Analysing and Using Human Resources Information	3RAI	2	10

Group A Optional Units	Unit code	Credit value	Guided learning hours
Resourcing Talent	3RTO	6	30
Supporting Good Practice in Managing Employment Relations	3MER	6	30
Supporting Good Practice in Performance and Reward Management	3PRM	6	30
Contributing to the Process of Job Analysis	3CJA	3	15
Supporting Change within Organisations	3SCO	3	5

Group B Optional Units Registration start date: 01/08/2015	Unit code	Credit value	Guided learning hours
Identifying Learning and Development Needs Cannot be taken in combination with: Undertaking a Learning Needs Analysis (Registration end date: 31/07/2015)	3LDN 3LNA	3	15
Designing Learning and Development Activities Cannot be taken in combination with: Preparing and Designing Learning and Development Activities (Registration end date: 31/07/2015)	3DES 3PDL	6	30
Delivering Learning and Development Activities Cannot be taken in combination with: Delivering Learning and Development Activities (Registration end date: 31/07/2015)	3DEL 3DLA	6	30
Evaluating Learning and Development Activities Cannot be taken in combination with: Evaluating Learning and Development Activities (Registration end date: 31/07/2015)	3ELD 3ELA	3	15
Supporting Individual Learning through Coaching and Mentoring Cannot be taken in combination with: Developing Coaching Skills for the Workplace (Registration end date: 31/07/2015) OR Developing Mentoring Skills for the Workplace (Registration end date: 31/07/2015)	3LCM 3DCS 3DMS	6	30

Rules of combination for CIPD approved qualifications:

Level 3 Foundation Certificate in Human Resources Practice (equivalent to 28 credits/140 glh)

- map to learning outcomes from all core units (equating to 10 credits/50 glh)
- map to learning outcomes of whole optional units (equating to a minimum of 18 credits/90 glh), units chosen must form a coherent programme
- 51% of the qualification must be delivered and assessed at the level of the CIPD qualification; however a maximum of 49% of the qualification may be delivered and assessed at one level above.

Level 3 Foundation Diploma in Human Resources Practice (equivalent to 37 credits/185 glh)

- map to learning outcomes from all core units (equating to 10 credits/50 glh)
- map to learning outcomes from whole optional units (equating to a minimum of 27 credits/135 glh from optional units) , units chosen must form a coherent programme
- 51% of the qualification must be delivered and assessed at the level of the CIPD qualification; however a maximum of 49% of the qualification may be delivered and assessed at one level above.

Developing Yourself as an Effective Human Resources or Learning and Development Practitioner

Unit title	Developing Yourself as an Effective Human Resources or Learning and Development Practitioner
Level	4*
Credit value	4
Unit code	4DEP
Unit review date	September 2020

*RQF Level 4, aligned to Bahrain NQF Level 6 and comparable to Level 6 in Ireland, Level 7 in Scotland and EQF Level 5

Purpose and aim of unit

The CIPD has developed a map of the HR profession (HRPM) that describes the knowledge, skills and behaviours required by human resources (HR) and learning and development (L&D) professionals. This unit is designed to enable the learner to develop a sound understanding of the knowledge, skills and behaviour required of a professional practitioner, whether their role is generalist in nature or specialist, for example L&D. It will enable learners to develop a personal development plan, following a self-assessment of learning and development needs, that meets their personal and professional requirements.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in HR/L&D
- are working in the field of HR/L&D in a support role and wish to develop their knowledge and skills
- have responsibility for HR/L&D activities and decisions within an organisation without a specialist function
- are employees or independent consultants within the field of HR/L&D
- engage in CPD to enhance and maintain their professional practice and membership.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the knowledge, skills and behaviours required to be an effective HR or L&D practitioner.
- 2 Know how to deliver timely and effective HR services to meet users' needs.
- 3 Be able to reflect on own practice and development needs and maintain a plan for personal development.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20, with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the knowledge, skills and behaviours required to be an effective HR or L&D practitioner.

Knowledge and understanding: overview of key knowledge requirements as identified in Band 1 and 2 of the CIPD's HR Profession Map (HRPM). www.cipd.co.uk/hr-profession-map

Abilities: overview of key abilities as identified in Band 1 and 2 of the HRPM.

Professional behaviours: overview and examples of professional behaviours covered in behavioural clusters in the HRPM.

Knowledge, skills and behaviours required to carry out role effectively: dependent upon own role, for example whether in a generalist HR role or in a specialist area such as L&D.

2 Know how to deliver timely and effective HR services to meet users' needs.

Definition of customer in HR-related customer service provision: for example employees, directors, line managers, potential employees; understanding of the customer service chain and offer; difference between end-user and internal and external customers and the way in which the organisation's structure, values, goals, products and service may impact upon the relationship.

The importance of communication in customer service excellence: effective management of customer expectation, for example informing customers of exceptions to usual expectations such as delays; legislative impact; organisation processes and procedures; appropriate use of verbal and non-verbal communication; responding to the customer; adapting communication for different situations and individuals; ability to listen and interpret customers' needs and expectations; handling and resolving customer service problems; valuing complaints as a means for delivering service improvement; effective systems and processes, which include: informal methods, formal methods, appeals and escalation if required.

3 Be able to reflect on own practice and development needs and maintain a plan for personal development.

Definition of continuing professional development (CPD) and related concept: reflective practice; reflection 'in' and 'on' action; 'thinking performer' and 'business leader'; learning cycle; personal development plans.

Reasons for CPD: reasons why persons engage in CPD, for example: intrinsic motivation and commitment to lifelong learning; requirements of a professional role; requirement

for membership of professional bodies; part of performance management/appraisal process; emphasis on CPD as an ongoing activity.

HR Profession Map: coverage of the core behavioural clusters and their relevance for HR professionals.

Self-appraisal: peer review; appraisal by line manager; an assessment of the link between the learners' current knowledge and skills and those they may wish to develop to improve within their role and also to align more with the wider organisational objectives; the importance of role-modelling a commitment to CPD in the workplace; identification of preferred learning methods, for example 'shadowing', e-learning, observation and practice.

Nature and types of personal development plans (PDPs): stages of personal planning; beneficiaries of PDPs; types of learning activity for self-development; developing personal objectives based on specific, relevant, measurable (or assessable), achievable, realistic and time-bound activities; understanding the importance of reviewing PDPs and adapting according to need; importance of being able to reflect on learning and future action planning.

Provide evidence of engagement with CPD: for example but not limited to: in-depth analysis of own career aspirations with action plan; CPD log; analysis of reflective process; analysis of one gap identified with action plan; demonstration of improved processes or implementation of HR strategy depth.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the knowledge, skills and behaviours required to be an effective HR or L&D practitioner.	1.1 Explain the knowledge, skills and behaviours required to be effective in an identified HR or L&D role.
2 Know how to deliver timely and effective HR services to meet users' needs.	2.1 Identify the needs of those using HR services within an organisation and explain how conflicting needs are identified and prioritised. 2.2 Identify different methods of communication and explain the advantages and disadvantages of each. 2.3 Describe how to build and maintain effective service delivery.
3 Be able to reflect on own practice and development needs and maintain a plan for personal development.	3.1 Explain the concept and importance of CPD. 3.2 Undertake a self-assessment of capabilities as an HR or L&D practitioner and identify development needs. 3.3 Evaluate options to meet identified development needs. 3.4 Produce a plan to meet personal development objectives. 3.5 Reflect on performance against the plan, identify learning points for the future and revise the plan accordingly.

Learning resources for unit 4DEP

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BEEVERS, K. and REA, A. (2016) *Learning and development practice in the workplace*. 3rd ed. London: CIPD Kogan Page.
- 2 LEATHERBARROW, C. and FLETCHER, J. (2018) *Introduction to human resource management: a guide to HR in practice*. 4th ed. London: CIPD Kogan Page.
- 3 MARTIN, M. and WHITING, F. (2016) *Human resource practice*. 7th ed. London: CIPD Kogan Page.
- 4 MEGGINSON, D. and WHITAKER, V. (2007) *Continuing professional development*. 2nd ed. London: CIPD Kogan Page.
- 5 ARMSTRONG, M. and BARON, A. (2004) *Managing performance: performance management in action*. 2nd ed. London: CIPD Kogan Page.
- 6 COOK, S. (2008) *Customer service in your organisation*. Toolkit. London: Chartered Institute of Personnel and Development.
- 7 WINSTANLEY, D. (2005) *Personal effectiveness: a guide to action*. London: Chartered Institute of Personnel and Development.
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Identifying learning and development needs [online]*. Factsheet. London: CIPD. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/people/development/learning-needs-factsheet> [Accessed 2 November 2018]
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2009) *Mapping your future HR career*. Podcast 35. London: CIPD. Available at: <https://soundcloud.com/cipd/podcast-35-mapping-your-future-hr-career> [Accessed 2 November 2018]
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2007) *The changing face of the HR function*. Podcast 14. London: CIPD. Available at: <https://soundcloud.com/cipd/podcast-14-the-changing-face-of-the-hr-profession> [Accessed 2 November 2018]

Key journals

- 1 Human Resource Development Review
Available at: www.cipd.co.uk/journals
- 2 People Management
Available at: <https://www.peoplemanagement.co.uk>
- 3 Personnel Today
Available at: <https://www.personneltoday.com/>
- 4 TD: Talent Development
Available at: www.cipd.co.uk/journals
- 5 Training Journal
Available at: www.cipd.co.uk/journals

Online resources

- 1 BUSINESS LINK. (2007) *Customer relationship management [online]*. London: Business Link. Available at: <http://webarchive.nationalarchives.gov.uk/20100623150634/http://www.businesslink.gov.uk/bdotg/action/layer?topicId=1075422922> [Accessed 2 November 2018]
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Employee communication [online]*. Factsheet. London: CIPD. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/relations/communication/factsheet> [Accessed 2 November 2018]
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *HR shared service centres [online]*. Factsheet. London: CIPD. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/people/hr/shared-services-factsheet> [Accessed 2 November 2018]

Websites

- 1 <https://www.cipd.co.uk/learn/cpd>
Continuous professional development (CPD) information on the website of the Chartered Institute of Personnel and Development (CIPD).
- 2 <https://www.cipd.co.uk/knowledge/fundamentals/people/performance>
Links to CIPD's top resources on performance appraisal and feedback in general, including factsheets, research, books, courses and more.
- 3 www.instituteofcustomerservice.com
Website of the Institute of Customer Service.

Understanding Organisations and the Role of Human Resources

Unit title	Understanding Organisations and the Role of Human Resources
Level	3*
Credit value	4
Unit code	3HRC
Unit review date	September 2020

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

This unit provides an introduction to the role of human resources and learning and development (HR/L&D) within an organisation and the environmental context. By the end of this unit the learner will have developed their understanding of how HR activities support an organisation's strategy and assist the achievement of business objectives and how these are shaped by internal and external factors.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in HR/L&D
- are working in the field of HR/L&D in a support role and wish to develop their knowledge and skills
- have responsibility for HR/L&D activities and decisions within an organisation without a specialist function
- are employees or independent consultants within the field of HR/L&D
- wish to understand the role of HR/L&D in the wider, organisational and environmental context.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the purpose of an organisation and its operating environment.
- 2 Understand the structure, culture and functions of an organisation.
- 3 Understand how HR/L&D activities support an organisation.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 20, with an additional 20 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the purpose of an organisation and its operating environment.

Organisation context, purpose, aims and objectives: mission and strategy; organisational values, goals, products and services, customers; business and financial objectives.

Impact of internal and external factors: tools for assessing the organisation's external and internal environment, for example the impact of the social, technological, economic, environmental, political, legal and ethical factors; industry-specific issues such as supply of labour internally and externally, skills shortages, cultural diversity, international and global work practices.

2 Understand the structure, culture and functions of an organisation.

Different types of organisation: for example size and structure: global, large, medium and small; industry/sector: private, public, voluntary; functions within organisations; the organisation's strengths, weaknesses, sustainability; the impact of internal and external factors; attitudes of stakeholders on organisational culture and values; management structure and style; resources and performance.

3 Understand how HR/L&D activities support an organisation.

Main activities: evolution and purpose of the broad areas of HR/L&D practice, for example HR planning, recruitment and selection, performance management, training and development, employee involvement and participation.

The role in achieving organisational goals and business objectives: link between HR/L&D practices and policies to organisational objectives; competitive advantage and success; identification of organisation's current ability to meet current and future objectives.

The role of HR in supporting line managers and staff: informing and influencing people management practices within the organisation; channels of communication of rights and duties, for example staff handbook; identifying department and team objectives; individual management and business unit development needs through learning needs analysis, job analysis; recommend appropriate learning and development opportunities and solutions; evaluating learning outcomes against organisational objectives and performance; measuring the effectiveness of past and current training.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the purpose of an organisation and its operating environment.	1.1 Describe the purpose and goals of an organisation. 1.2 Describe the products, services and customers of an organisation. 1.3 Analyse how external factors impact on the business activities of an organisation.
2 Understand the structure, culture and functions of an organisation.	2.1 Describe the structure of an organisation and the functions within it. 2.2 Explain how the different functions work together to optimise performance. 2.3 Explain how the culture of an organisation affects its operations.
3 Understand how HR/L&D activities support an organisation.	3.1 Describe how HR or L&D activities support an organisation's strategy. 3.2 Explain the role of HR or L&D professionals in supporting line managers and their staff.

Learning resources for unit 3HRC

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BEEVERS, K. and REA, A. (2016) *Learning and development practice in the workplace*. 3rd ed. London: CIPD Kogan Page.
- 2 LEATHERBARROW, C., FLETCHER, J. and CURRIE, D. (2018) *Introduction to human resource management: a guide to HR in practice*. 4th ed. London: CIPD Kogan Page.
- 3 MARTIN, M. and WHITING, F. (2016) *Human resource practice*. 7th ed. London: CIPD Kogan Page.
- 4 GOLD, J., HOLDEN, R., STEWART, J., ILES, P. and BEARDWELL, J. (eds.) (2013) *Human resource development: theory and practice*. 2nd ed. Basingstoke: Palgrave Macmillan. (Chapters 6 and 7)
- 5 HACKETT, P. (2003) *Training practice*. London: Chartered Institute of Personnel and Development.

Key journals

- 1 People Management
Available at: <https://www.peoplemanagement.co.uk>
- 2 Personnel Today
Available at: <https://www.personneltoday.com/>
- 3 TD: Talent Development
Available at: www.cipd.co.uk/journals
- 4 Training Journal
Available at: www.cipd.co.uk/journals

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. *A range of resources on employee engagement, learning and development and training*. Available at: <https://www.cipd.co.uk/knowledge/topics-a-z>
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Employee engagement [online]*. Factsheet. London: CIPD. Available at: <https://www.cipd.co.uk/knowledge/fundamentals/relations/engagement/factsheet> [Accessed 2 November 2018]
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Learning and development strategy [online]*. Factsheet. London: CIPD. Available at: <https://www.cipd.co.uk/knowledge/strategy/development/factsheet-v2> [Accessed 2 November 2018]

Websites

- 1 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)
- 2 www.investorsinpeople.co.uk
Website offering frameworks for delivering business improvement through people

Recording, Analysing and Using Human Resources Information

Unit title	Recording, Analysing and Using Human Resources Information
Level	3*
Credit value	2
Unit code	3RAI
Unit review date	September 2020

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

This unit develops the learner's understanding of the important contribution that accurate data, whether stored manually or electronically, can make to the human resources (HR) or learning and development (L&D) function. The unit is intended to span the remit of data management for all areas including but not limited to HR planning, recruitment and selection, performance and reward management, absence management, disciplinary and grievance procedures and electronic record management for L&D. It covers the legal implications of collecting, storing and using personnel data and will enable the learner to record data and information and to interpret, analyse and present information clearly and accurately in an appropriate format in support of decision-making to meet organisation-wide objectives and support L&D solutions for individuals and groups within the organisation.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in HR/L&D
- are working in the field of HR/L&D in a support role and wish to develop their knowledge and skills
- have responsibility for HR/L&D activities and decisions within an organisation without a specialist function
- are involved in maintaining the integrity and security of data and information systems
- access and interpret data in support of business decision-making.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand what data needs to be collected to support HR practices.
- 2 Know how HR data should be recorded and stored.
- 3 Be able to analyse HR information and present findings to inform decision-making.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 10, with an additional 10 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand what data needs to be collected to support HR practices.

Why organisations need to record and manage HR data: why and how organisations collect and use information to inform decision-making in the wider context and how information on employees contribute to that process.

Range of data that is collected: including but not limited to attendance, contact details, contractual arrangements, financial information, staff turnover, HR planning, employee performance and skills, health and safety, surveys or questionnaires to measure staff satisfaction, L&D records, including but not limited to: induction records; employee skills gaps; support and development requirements; learning needs analyses; learner progress reports; evaluation of L&D interventions; L&D schedules; future organisational needs; future budgeting requirements; customer feedback.

How this data supports HR practices: for example to identify patterns of staff absence or identify trends in staff turnover, such as expansion or contraction of a particular department, to identify any skill gaps or L&D requirements in line with organisational objectives, training budgets; ways of measuring and recording cost-benefit information; using customer feedback to improve customer service: for example measuring service performance against service-level agreements, complaints logs, thematic analysis; trends.

2 Know how HR data should be recorded and stored.

Different types of HR information systems: for example computerised HR information systems: their advantages and disadvantages; the benefits of online information systems, for example a learning management system or virtual learning environment that allows learners to view and update their own learning; electronic personal development plans; the use of e-portfolios; supporting online learning; easy access to learning materials.

Legal requirements relating to data collection: organisational and legal requirements for keeping records; the protection afforded to individuals concerning the storage of their personal information, for example the purposes of data collection, the length of time the data is kept; codes of practice and regulation, for example the Information Commissioners Data Protection Code, the Data Protection Act 1998, the Freedom of Information Act 2000.

Analysis of the impact: implications for sharing employee information, for example supplying a potential employer with a reference on behalf of an employee; the amount of information to be collected and the individual's rights pertaining to access to information where they are the subject.

3 Be able to analyse HR data and present findings to inform decision-making.

Input, retrieval, analysis and presentation of employee information: the ability to maintain and manipulate/update HR information for analysis, interpretation and presentation purposes whether stored electronically or manually; understanding and use of quantitative and qualitative methods, for example questionnaires and surveys, arrangement of meetings and focus groups and interviews in order to collect information and analyse it.

Presentation of information: understanding the requirements of the audience/users when presenting the information. Choice of presentational styles - written, oral, statistical, using spreadsheets, pie charts, bar charts and accompanying narrative.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand what data needs to be collected to support HR practices.	1.1 Explain why an organisation needs to collect and record HR data. 1.2 Identify the range of HR data that organisations collect and how this supports HR practice.
2 Know how HR data should be recorded and stored.	2.1 Describe different systems for recording and storing HR data and the benefits of each. 2.2 Explain legal requirements relating to the recording, storage and accessibility of HR data.
3 Be able to analyse HR data and present findings to inform decision-making.	3.1 Analyse and interpret HR data. 3.2 Present findings in a clear, concise and meaningful manner to inform decision-making within an organisation.

Learning resources for unit 3RAI

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BEEVERS, K. and REA, A. (2016) *Learning and development practice in the workplace*. 3rd ed. London: CIPD Kogan Page.
- 2 LEATHERBARROW, C., FLETCHER, J. and CURRIE, D. (2018) *Introduction to human resource management: a guide to HR in practice*. 4th ed. London: CIPD Kogan Page.
- 3 MARTIN, M. and WHITING, F. (2016) *Human resource practice*. 7th ed. London: CIPD Kogan Page.
- 4 HACKETT, P. (2003) *Training practice*. London: Chartered Institute of Personnel and Development.
- 5 PARRY, E., TYSON, S. and SELBIE, D. (2007) *HR and technology: impact and advantages*. London: Chartered Institute of Personnel and Development. Available on the HR and L&D database at: <https://www.cipd.co.uk/knowledge/hr-learn-develop-database> [Accessed 2 November 2018]

Key journals

- 1 People Management
Available at: www.peoplemanagement.co.uk
- 2 Personnel Today
Available at: <https://www.personneltoday.com/>
- 3 TD: Talent Development
Available at: www.cipd.co.uk/journals
- 4 Training Journal
Available at: www.cipd.co.uk/journals

Online resources

- 1 ACAS. (2011) *Personnel data and record keeping [online]*. Advisory booklet. London: ACAS. Available at: <http://www.acas.org.uk/index.aspx?articleid=717> [Accessed 2 November 2018] (N.B.: the booklet above still refers to the Data Protection Act 1998; the link below gives advice about GDPR: <http://www.acas.org.uk/index.aspx?articleid=3717> [Accessed 2 November 2018])
- 2 GOV.UK. *Data protection and your business [online]*. Guide. [London]: GOV.UK. Available at www.gov.uk/data-protection-your-business [Accessed 2 November 2018]

Websites

- 1 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)
- 2 www.ico.org.uk
Website of the Information Commissioners Office

Resourcing Talent

Unit title	Resourcing Talent
Level	3*
Credit value	6
Unit code	3RTO
Unit review date	September 2020

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Organisational success depends on having the right skill mix. This unit provides an introduction to the resourcing and talent planning process. Studying this unit will enable learners to understand the factors that impact on an organisation's resourcing and talent planning activities. They will learn about the relationship between recruitment and selection by identifying the key stages in each separate but related process. The benefits to the organisation of attracting and retaining a diverse workforce will be emphasised. They will be able to make a positive contribution to the recruitment and selection process by developing their knowledge and skills in defining and writing job descriptions, contributing to the job advertisement process, shortlisting, conducting face-to-face or telephone interviews and contributing to job offer and rejection letters. Key legislation pertaining to recruitment and selection will be covered. Finally, they will also learn more about good practice in employee induction and retention and the importance of collaborative working with other stakeholders.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in HR/L&D
- are working in the field of HR/L&D in a support role and wish to develop their knowledge and skills
- have responsibility for HR/L&D activities and decisions within an organisation without a specialist function
- are involved in resourcing talent and recruitment and selection activities in an organisation or as a recruitment consultant.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to explain the factors that affect an organisation's talent planning, recruitment and selection policy.
- 2 Be able to identify appropriate recruitment and selection methods.
- 3 Be able to contribute to the recruitment and selection interviewing process for a job role.
- 4 Understand the importance of effective induction.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to explain the factors that affect an organisation's talent planning, recruitment and selection policy.

Key factors: organisational context, business objectives and brand; expansion or contraction of the business; restructuring; reasons for staff turnover; succession planning; capacity and capability assessment; talent inventories and management; skill shortages; the benefits of attracting and retaining a diverse workforce; the systematic recruitment cycle; identifying genuine vacancies; choosing the most appropriate style of recruitment and selection for the organisation's context, role, culture and sector; ethics and good practice; regulatory and legislative framework.

2 Be able to identify appropriate recruitment and selection methods.

Recruitment: different recruitment channels, for example internal and external advertisements, Internet sites, agencies, 'head hunters', job fairs, application forms, electronic recruitment.

Selection: traditional and modern approaches; selection policies; selection process; screening applications and developing long and shortlists; competence-based approaches; candidate assessment methods; psychometric tests; interviews (face-to-face/telephone, individual/panel).

3 Be able to contribute to the recruitment and selection interviewing process for a job role.

Recruitment: systematic recruitment cycle and awareness of relevant documentation, for example 'authority to recruit' forms and job requisitions; writing job descriptions using an appropriate model, for example seven-point plan; writing person specifications; writing job advertisements and selecting appropriate media for internal and external advertisement; managing application forms; provide advice to managers on recruitment.

Selection: provide advice to managers on selection; screening applications; drawing up shortlists with relevant colleagues; organising interviews; organising assessments (health and/or psychometric); contribute to face-to-face and/or telephone interviews with an interview panel; maintaining appropriate records; making internal/external appointments; writing employment offer letters/rejection letters.

4 Understand the importance of effective induction.

Induction: purpose and benefits of induction for employees and the organisation; approaches to induction and examples of good practice.

Collaborative working: effective teamworking; relationship-building.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to explain the factors that affect an organisation's talent planning, recruitment and selection policy.	1.1 Explain the organisational benefits of a diverse workforce. 1.2 Explain the factors that affect an organisation's approach to talent planning. 1.3 Describe the factors that affect an organisation's recruitment and selection policy.
2 Be able to identify appropriate recruitment and selection methods.	2.1 Describe different recruitment methods and identify when it is appropriate to use them. 2.2 Describe different selection methods and identify when it is appropriate to use them.
3 Be able to contribute to the recruitment and selection interviewing process for a job role.	3.1 Develop a job description and person specification for an identified role. 3.2 Select appropriate recruitment channel(s) and draft material to attract talented individuals for an identified role. 3.3 Develop selection criteria and shortlist candidate applications for interview for an identified role. 3.4 Participate effectively in a selection interview and the decision-making process for an identified role. 3.5 Identify the records that need to be retained and write letters of appointment and non-appointment for an identified role.
4 Understand the importance of effective induction.	4.1 Explain the purpose, importance and benefits of induction to individuals and organisations. 4.2 Identify areas to be covered by induction and the roles of those involved in an induction process.

Learning resources for unit 3RTO

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BEEVERS, K. and REA, A. (2016) *Learning and development practice in the workplace*. 3rd ed. London: CIPD Kogan Page. .
- 2 LEATHERBARROW, C., FLETCHER, J. and CURRIE, D. (2018) *Introduction to human resource management: a guide to HR in practice*. 4th ed. London: CIPD Kogan Page.
- 3 MARTIN, M. and WHITING, F. (2016) *Human resource practice*. 7th ed. London: CIPD Kogan Page.
- 4 BRAY, T. and SIMPSON, T. (2006) *A manager's first 100 days*. Toolkit. London: Chartered Institute of Personnel and Development.
- 5 BRIERLEY, E. (2006). *Talent on tap: getting the best from freelancers, interims and consultants*. London: CIPD Kogan Page.
- 6 CANNON, J. A. and MCGEE, R. (2011) *Talent management and succession planning*. Toolkit. 2nd ed. London: Chartered Institute of Personnel and Development.
- 7 PARRY, E. and URWIN, P. (2009). *Tapping into talent: the age factor and generation issues*. London: Chartered Institute of Personnel and Development. Available on the HR and L&D database at (CIPD members only) : <https://www.cipd.co.uk/knowledge/hr-learn-develop-database> [Accessed 9 November 2018].
- 8 TAYLOR, S. (2018) *Resourcing and talent management*. 7th ed. London: CIPD Kogan Page.

Key journals

- 1 People Management
Available at: www.peoplemanagement.co.uk
- 2 Personnel Today
Available at: www.personneltoday.com/
- 3 TD: Talent Development
Available at: www.cipd.co.uk/knowledge/journals
- 4 Training Journal
Available at: www.cipd.co.uk/knowledge/journals

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2005) *Career discussions at work: practical tips for HR, managers and employees [online]*. Tool. London: CIPD. Available on the HR and L&D database at: <https://www.cipd.co.uk/knowledge/hr-learn-develop-database> [Accessed 9 November 2018; interactive elements disabled.]
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2017) *Induction [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/people/recruitment/induction-factsheet [Accessed 9 November 2018].
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Recruitment: an introduction [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/people/recruitment/factsheet [Accessed 9 November 2018]
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Selection methods [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/people/recruitment/selection-factsheet [Accessed 9 November 2018].
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Succession planning [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/resourcing/succession-planning-factsheet [Accessed 9 November 2018].
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Talent management: an overview [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/resourcing/talent-factsheet [Accessed 9 November 2018].
- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Workforce planning [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/organisational-development/workforce-planning-factsheet [Accessed 9 November 2018].

Websites

- 1 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)

Supporting Good Practice in Managing Employment Relations

Unit title	Supporting Good Practice in Managing Employment Relations
Level	3*
Credit value	6
Unit code	3MER
Unit review date	September 2020

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Managing the employment relationship effectively is a key part of the role of the human resources (HR) practitioner. This unit aims to introduce a number of aspects of this task and to provide an introduction to employment law within the context of employee relations. It starts with an explanation of the employment relationship and the key parties that are involved within it. It then focuses on different aspects of HR activity, looking at good practice and legal requirements within each activity. It is recognised that learners need to have a basic understanding of employment law to enable them to operate effectively, but given this is a broad and complex area, it is acknowledged that this unit only aims to provide learners with the basic knowledge and assumes no prior understanding of employment law.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in HR/L&D
- are working in the field of HR/L&D in a support role and wish to develop their knowledge and skills
- have responsibility for HR/L&D activities and decisions within an organisation without a specialist function
- are wishing to develop the knowledge, skills and capabilities required to meet good practice and legal obligations relating to people at work.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the impact of employment law at the start of the employment relationship.
- 2 Understand the main individual rights that the employee has during the employment relationship.
- 3 Understand the issues to address at the termination of the employment relationship.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the impact of employment law at the start of the employment relationship.

Context: the context within which the employment relationship operates and the impact of internal and external factors.

Different types of contract: overview of different types of contract – permanent, temporary, fixed-term, casual, agency workers, and so on – and the impact on the employment relationship of each.

Contract of employment: the importance of the contract of employment in setting out the employment relationship; contents of written statement of initial employment particulars and additional sections that may be added, for example probationary periods, confidentiality clauses, restraints of trade.

Employment status: why employment status matters and how it impacts on the employment relationship; a basic overview of employment status tests (multiple and mutual obligations) and an understanding of the importance of employment status.

2 Understand the main individual rights that the employee has during the employment relationship.

Work-life balance: the importance of work-life balance within the employment relationship; overview of the regulations – holidays, working hours, rest periods, night working and the impact on work-life balance.

Family-related legislation: an appreciation of the changing needs of the employee and the impact of this on the employment relationship; the legal protection given to the employee as a family member, including a basic understanding of rights relating to maternity, paternity, adoption, parental and dependants' leave and flexible working.

National Minimum Wage: the importance of treating the employee fairly and legally within the employment relationship in relation to pay.

Discrimination: understanding the impact of discrimination on the employment relationship; an overview of the areas covered by equalities legislation with coverage of direct and indirect discrimination, harassment and victimisation.

Policies and procedures: good practice to support organisational objectives and performance and the psychological contract between the employer and employee; risk; the impact of not abiding by legislation.

3 Understand the issues to address at the termination of the employment relationship.

The process of termination: importance of handling dismissals fairly; the impact on remaining employees and workforce morale; discipline and grievance procedures. Dismissal: fair and unfair reasons for dismissal and the impact on the employment relationship.

Redundancy: consultation, selection and the process of handling redundancies; 'survivor syndrome' and the impact on the wider employment relationship.

Exit interviews: the importance of understanding the reasons employees leave the organisation.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the impact of employment law at the start of the employment relationship.	1.1 Describe the internal and external factors that impact on the employment relationship. 1.2 Explain the different types of employment status. 1.3 Identify and analyse the reasons why it is important to determine an individual's employment status.
2 Understand the main individual rights that the employee has during the employment relationship.	2.1 Explain the importance of work-life balance within the employment relationship and how it can be influenced by legislation. 2.2 Summarise the legal support that may be given to employees as a family member. 2.3 Explain the reasons for treating employees fairly in relation to pay. 2.4 Summarise the main points of discrimination legislation. 2.5 Explain the good practice that underpins organisational policies and can contribute to the psychological contract.
3 Understand the issues to address at the termination of the employment relationship.	3.1 Explain the differences between fair and unfair dismissals. 3.2 Explain the importance of exit interviews. 3.3 Summarise the key stages to be followed when managing redundancies.

Learning resources for unit 3MER

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 LEATHERBARROW, C. and FLETCHER, J. (2018) *Introduction to human resource management: a guide to HR in practice*. 4th ed. London: CIPD Kogan Page.
- 2 MARTIN, M. and WHITING, F. (2016) *Human resource practice*. 7th ed. London: CIPD Kogan Page.
- 3 DANIELS, K. (2019) *Introduction to employment law: fundamentals for HR and business students*. 5th ed. London: CIPD Kogan Page.
- 4 DUNDON, T., and ROLLINSON, D. (2011) *Understanding employment relations*. 2nd ed. Maidenhead: McGraw Hill Higher Education.
- 5 GENNARD, J., JUDGE, G., BENNETT, T. and SAUNDRY, R. (2016) *Managing employment relations*. 6th ed. London: CIPD Kogan Page.
- 6 WILLEY, B. (2012) *Employment law in context: an introduction for HR professionals*. 4th ed. Harlow: Pearson Education.
- 7 WILLIAMS, S., (2017) *Introducing employment relations: a critical approach*. 4th ed. Oxford: The University Press.

Key journals

- 1 Employment Relations Today
Available at: www.cipd.co.uk/knowledge/journals
- 2 People Management
Available at: www.peoplemanagement.co.uk
- 3 Personnel Today
Available at: www.personneltoday.com/

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Discipline and grievance at work [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/emp-law/discipline/factsheet [Accessed 9 November 2018].
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Employee relations: an overview [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/relations/employees/factsheet [Accessed 9 November 2018].
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Employment tribunals [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/emp-law/tribunals/factsheet [Accessed 9 November 2018].
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2017) *Learning methods [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/people/development/learning-methods-factsheet [Accessed 9 November 2018].
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Managing employee relations in difficult times [online]*. Research report. London: CIPD. Available to download on the HR and L&D Database (members only) at: www.cipd.co.uk/knowledge/hr-learn-develop-database [Accessed 9 November 2018].

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations.
- 2 www.gov.uk/government/organisations/department-for-business-energy-and-industrial-strategy
Website of the Department for Business, Energy and Industrial Strategy (BEIS) (BIS)
- 3 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)
- 4 www.equalityhumanrights.com
Website of Equalities and Human Rights Commission (EHRC)
- 5 www.gov.uk
Government website for information including business issues, HR and training/education.

Supporting Good Practice in Performance and Reward Management

Unit title	Supporting Good Practice in Performance and Reward Management
Level	3*
Credit value	6
Unit code	3PRM
Unit review date	September 2020

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

This unit provides an introduction to the purpose and processes of performance and reward management and the role of human resources (HR) in promoting and supporting good practice. Studying this unit will enable learners to develop their understanding of how motivational theories and associated tools can be used within the context of performance and reward management and how these can have a positive impact on an organisation's business objectives. It also provides an overview of appropriate skills and good practice associated with performance management reviews and follow-up and the data management aspects. Additionally learners will understand the role of financial and non-financial benefits and important determinants of reward decisions. On completion, learners should feel more confident in providing first-line support to managers and employees on the subject of performance and reward management.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in HR/L&D
- are working in the field of HR/L&D in a support role and wish to develop their knowledge and skills
- have responsibility for HR/L&D activities and decisions within an organisation without a specialist function
- are wishing to develop knowledge, skills and capabilities in performance and reward management.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to explain the link between organisational success, performance management and motivation.
- 2 Be able to explain the relationship between performance management and reward.
- 3 Be able to contribute to effective performance and reward management in the workplace.
- 4 Be able to conduct and reflect upon a performance review.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to explain the link between organisational success, performance management and motivation.

The purposes of performance management: appraisal and review and the link with business objectives and organisational success; contextual issues; environment, sector, culture.

Components of a performance management system: productivity and performance management including factors affecting individual and team performance; the place of job descriptions in performance reviews; training and development plans; informal and formal reviews; workplace policies and procedures; performance management data.

Motivational theories and their relevance for performance management: links between theories and workplace productivity; theories may include needs theory, motivation-hygiene theory, hierarchy theory.

2 Be able to explain the relationship between performance management and reward.

The connection between reward, resourcing and performance: awareness of the rationale behind different reward systems, their role in recruitment and retention, motivation, satisfaction; links between theories and workplace productivity; role of reward in being an employer of choice.

Components of total reward system: the role of financial and non-financial benefits; pensions and other additional elements; financial incentives; bonuses; opportunities for personal and career growth; verbal appreciation.

3 Be able to contribute to effective performance and reward management in the workplace.

Understanding performance and reward policies in organisations: understanding and advising on good practice in ensuring performance and reward policies are applied in an equitable, transparent, fair and meritocratic way and in accordance with regulatory and legal frameworks.

Managing performance: examples of good practice in dealing with good performance, plateaued or poor performance; specific capability issues.
Collection of information: performance management data; identifying useful sources of benchmarking data on reward; awareness of the use and rationale of job evaluation.

4 Be able to conduct and reflect upon a performance review.

Frequency, purpose and process of performance management; good practice before, during and after performance management; using a range of interviewing skills, for example paraphrasing, summarising, responding to non-verbal cues, body language; the role of giving and receiving feedback in performance reviews; the range of effective questions, for example open, closed, probing, leading, hypothetical; types of review, for example 360-degree, peer review – the context in which these might be used, including advantages and disadvantages; using appropriate interpersonal skills during performance review; developing skills and confidence in having ‘difficult’ conversations.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to explain the link between organisational success, performance management and motivation.	1.1 Describe the purpose of performance management and its relationship to business objectives. 1.2 Explain the components of performance management systems. 1.3 Explain the relationship between motivation and performance management.
2 Be able to explain the relationship between performance management and reward.	2.1 Explain the purpose of reward within a performance management system. 2.2 Identify and explain the components of an effective total reward system.
3 Be able to contribute to effective performance and reward management in the workplace.	3.1 Identify and explain the factors that need to be considered when managing performance. 3.2 Describe the data required by individuals involved in performance and reward management processes.
4 Be able to conduct and reflect upon a performance review.	4.1 Explain the frequency, purpose and process of performance review. 4.2 Conduct a performance review meeting. 4.3 Reflect on the outcomes of the performance review.

Learning resources for unit 3PRM

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 LEATHERBARROW, C. and FLETCHER, J. (2018) *Introduction to human resource management: a guide to HR in practice*. 4th ed. London: CIPD Kogan Page.
- 2 MARTIN, M. and WHITING, F. (2016) *Human resource practice*. 7th ed. London: CIPD Kogan Page.
- 3 AGUINIS, H, (2012) *Performance management*. 3rd ed. London: Pearson Education Ltd.
- 4 ARMSTRONG, M. (2019) *Armstrong's handbook of reward management practice: improving performance through reward*. 6th ed. London: Kogan Page.
- 5 PERKINS, S.J., WHITE, G. and JONES, S. *Reward management: alternatives, consequences, and contexts*. 3rd ed. London: CIPD Kogan Page.
- 6 WRIGHT, A. (2004) *Reward management in context*. London: CIPD Kogan Page.

Key journals

- 1 People Management
Available at: www.peoplemanagement.co.uk
- 2 Personnel Today
Available at: www.personneltoday.com/
- 3 TD: Talent Development
Available at: www.cipd.co.uk/knowledge/journals
- 4 Training Journal
Available at: www.cipd.co.uk/knowledge/journals

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Employee benefits [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/people/benefits/factsheet [Accessed 13 November 2018].
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Equal pay [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/emp-law/equal-pay/factsheet [Accessed 13 November 2018].
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Pay structures and pay progression [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/people/pay/structures-factsheet [Accessed 13 November 2018].
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Performance appraisal [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/people/performance/appraisals-factsheet [Accessed 13 November 2018].
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Performance management: an introduction [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/people/performance/factsheet [Accessed 13 November 2018].
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Performance related pay [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/people/pay/performance-factsheet [Accessed 13 November 2018].
- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Reward and pay [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/people/pay/reward-factsheet [Accessed 13 November 2018].

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations.
- 2 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)
- 3 www.e-reward.co.uk
Website of e-reward provides advice, research and guidance on all aspects of reward.

Contributing to the Process of Job Analysis

Unit title	Contributing to the Process of Job Analysis
Level	3*
Credit value	3
Unit code	3CJA
Unit review date	September 2020

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

The overall focus of this unit is to develop the learner's understanding of the principles and practice of job analysis and job design. The unit content is designed as an introduction to the knowledge and skills required in the use of a number of methods of conducting job analysis. Specifically, the unit will enable the learner to articulate the purpose of disaggregating jobs into component parts, that is, job analysis, to provide the foundation for a number of broader human resources (HR) practices. In particular, the unit focuses on the principles of job design and the use of job analysis data in the practice of job design. It is also designed to cover additional ways job analysis is used, including but not limited to recruitment and selection, job evaluation and equal pay. Learners will develop a better understanding of how job analysis and design fits within the broader professional area of organisation design.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in HR/L&D
- are working in the field of HR/L&D in a support role and wish to develop their knowledge and skills
- have responsibility for HR/L&D activities and decisions within an organisation without a specialist function
- are involved in activities related to job analysis, for example recruitment and selection, job evaluation, work/organisation design.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to explain the principles, purposes and practice of job analysis.
- 2 Be able to contribute to the process of job analysis.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15, with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to explain the principles, purposes and practice of job analysis.

Understanding the fundamentals of organisation design: accountabilities and responsibilities; job design; principles of job-leveilling and evaluation and how it is done; working with HR colleagues to implement structural changes.

Understand the need for job analysis: the rationale for conducting job analysis by demonstrating its uses, including but not limited to the building of job descriptions, role specifications, pay structures, ergonomics, designing jobs and the co-ordination of jobs, departments and organisations; the contribution of job analysis and job design to individual job satisfaction and/or job efficiency.

The advantages of job analysis: the business case for job analysis and its use as a defence in cases of discrimination and equal pay through analytical job evaluation techniques; case law.

Techniques of job analysis: an introduction to the benefits and drawbacks of a range of methods of undertaking job analysis including questionnaire methods such as the Work Profiling System and Position Analysis Questionnaire; other less commonly used and/or supplementary techniques such as observation, work diaries and interviews.

2 Be able to contribute to the process of job analysis.

The administration of job analysis: exploration of the documentation that supports methods of job analysis, for example observation sheets, diary sheets, computerised checklists.

Presentation and interpretation of information: analysing and presenting information in line with the guidelines associated with the chosen method.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Be able to explain the principles, purposes and practice of job analysis.	1.1 Explain the principles and purpose of job analysis. 1.2 Compare and contrast different methods of job analysis.
2 Be able to contribute to the process of job analysis.	2.1 Develop a plan to undertake a job analysis. 2.2 Undertake a job analysis. 2.3 Interpret and present the results of the job analysis, making recommendations to meet organisational requirements.

Learning resources for unit 3CJA

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 LEATHERBARROW, C. and FLETCHER, J. (2018) *Introduction to human resource management: a guide to HR in practice*. 4th ed. London: CIPD Kogan Page.
- 2 MARTIN, M. and WHITING, F. (2016) *Human resource practice*. 7th ed. London: CIPD Kogan Page.
- 3 MORGESON, F.P., BRANNICK, M.T. and LEVINE, E.L. (2019) *Job and work analysis: methods, research, and applications for human resource management*. 3rd ed. London: Sage Publications.
- 4 TAYLOR, S. (2018) *Resourcing and talent management*. 7th ed. London: CIPD Kogan Page.

Key journals

- 1 People Management
Available at: www.peoplemanagement.co.uk
- 2 Personnel Today
Available at: www.personneltoday.com/
- 3 TD: Talent Development
Available at: www.cipd.co.uk/knowledge/journals
- 4 Training Journal
Available at: www.cipd.co.uk/knowledge/journals

Online resources

- 1 ACAS. (2008) *Job evaluation: considerations and risks [online]*. Advisory booklet. London: ACAS. Available at: <http://www.acas.org.uk/index.aspx?articleid=4670> [Accessed 14 November 2018].
- 2 BOBKO, P. (2008) A systematic approach for assessing the currency of job-analytic information. *Public Personnel Management*. Vol 37, No 3. pp261–277. Available at: www.cipd.co.uk/knowledge/journals
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2017) *Job design [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/organisational-development/job-design-factsheet [Accessed 14 November 2018].
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Market pricing and job evaluation [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/reward/market-pricing-factsheet [Accessed 14 November 2018].
- 5 INTERNATIONAL LABOUR OFFICE. (2009) *Promoting equity: gender neutral job evaluation for equal pay. A step-by-step guide*. Geneva: ILO. Available at: www.ilo.org/declaration/info/publications/eliminationofdiscrimination/WCMS_122372/lang--en/index.htm [Accessed 14 November 2018].

Websites

- 1 www.acas.org.uk
Website of Acas (Advisory, Conciliation and Arbitration Service) which aims to improve organisations and working life through better employment relations.
- 2 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)
- 3 <http://www.fedee.com/>
Website of the Federation of International Employers, a membership organisation that provides HR support for multi-national companies.

Supporting Change within Organisations

Unit title	Supporting Change within Organisations
Level	3*
Credit value	3
Unit code	3SCO
Unit review date	September 2020

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

This unit covers the main factors that need to be considered in the change process and will enable learners to understand why organisations need to change with reference to key internal and external factors. Change concepts and different ways of managing change will be introduced. People also respond to change in different ways and this manifests itself in variable behaviours. This aspect will be given particular attention along with the implications for the human resources (HR) function. Learners will develop a better understanding of the change process and enhance their ability to support the organisation and its employees.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in HR/L&D
- are working in the field of HR/L&D in a support role and wish to develop their knowledge and skills
- have responsibility for HR/L&D activities and decisions within an organisation without a specialist function
- are involved in supporting and managing change projects.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand why organisations need to change and how change affects organisations.
- 2 Understand the key factors involved in the change process and different approaches to managing change.
- 3 Understand the impact of change on employees and the role of HR.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15, with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand why organisations need to change and how change affects organisations.

Internal factors: vision, mission and strategic objectives; expansion of the business; downsizing; changes in income streams; in-house capability and capacity in relation to business objectives; critical incidents; feedback from customers; results from internal analyses; impact on business.

External factors: global, national, local; findings from external analyses; changing needs and demands of customers; changing economic conditions.

2 Understand the key factors involved in the change process and different approaches to managing change.

Concept and examples: main components of change theory and different approaches to change; definitions and examples of organisational change and innovation, for example change in products and services; expansion of customer base; changes in physical location; different types of change strategy; different reactions to change, for example expectation, anticipation, acceptance, mistrust, scepticism, cynicism, rejection; role of different 'players' involved in change, including HR personnel.

Contextual factors: organisational culture and leadership; organisation's products, services and customers and relationships with other stakeholder groups.

3 Understand the impact of change on employees and the role of HR.

Individual level: how people react differently to change; fears and concerns over job role and security of employment; team level: changes in composition and roles; department level: restructuring; organisational level: restructuring; relocation; mergers and takeovers.

Role of HR: having a clear understanding of the reasons for change; adapting own approach accordingly; responding to staff queries about change and impact on their roles; role-modelling a change-ready attitude to help staff understand that change is a necessary part of a healthy organisation.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand why organisations need to change and how change affects organisations.	1.1 Explain why organisations need to change with reference to internal and external factors. 1.2 Explain how change can impact an organisation's business.
2 Understand the key factors involved in the change process and different approaches to managing change.	2.1 Explain the main factors involved in the change process. 2.2 Compare and contrast different approaches to managing change.
3 Understand the impact of change on employees and the role of HR.	3.1 Compare and contrast the different behavioural responses people may demonstrate when an organisation is experiencing change. 3.2 Explain the role of HR in supporting individuals during organisational change.

Learning resources for unit 3SCO

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 LEATHERBARROW, C. and FLETCHER, J. (2018) *Introduction to human resource management: a guide to HR in practice*. 4th ed. London: CIPD Kogan Page.
- 2 MARTIN, M. and WHITING, F. (2016) *Human resource practice*. 7th ed. London: CIPD Kogan Page.
- 3 BURNES, B. (2017) *Managing change*. 7th ed. Harlow: Pearson Education.
- 4 CARNALL, C. and BY, R.T. (2014) *Managing change in organizations*. 6th ed. Harlow: Pearson Education.
- 5 HUGHES, M. (2010) *Managing change: a critical perspective*. 2nd ed. London: CIPD Kogan Page.
- 6 SMITH, R., KING, D., SIDHU, R. and SKELSEY, D (eds.). (2014) *The effective change manager's handbook: essential guidance to the change management body of knowledge*. London: Kogan Page.

Key journals

- 1 People Management
Available at: www.peoplemanagement.co.uk
- 2 Personnel Today
Available at: www.personneltoday.com
- 3 TD: Talent Development
Available at: www.cipd.co.uk/knowledge/journals
- 4 Training Journal
Available at: www.cipd.co.uk/knowledge/journals

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2010) *Approaches to change: building capability and confidence [online]*. Practical Tool. London: CIPD. Available on the HR and L&D Database at: www.cipd.co.uk/knowledge/hr-learn-develop-database [Accessed 14 November 2018].
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Change management [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/change/management-factsheet [Accessed 14 November 2018].
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Landing transformational change*. Podcast 107. London: CIPD. Available at: www.cipd.co.uk/podcasts/landing-transformational-change [Accessed 18 November 2018].
- 4 CRANFIELD SCHOOL OF MANAGEMENT. (2012) *Successful change management: 10 steps [online]*. Video. [Cranfield]: [The School]. Available at: <https://www.youtube.com/watch?v=t0siBRHKblU> [Accessed 14 November 2018].
- 5 KIRST, B. (2012) *Organizational change management: weaving in social media and social business tools to drive lasting change [online]*. Blog. [New York]: IBM Government Industry Blog. Available at: www.ibm.com/blogs/insights-on-business/government/organizational-change-management-weaving-in-social-media-social-business-tools-to-drive-lasting-change/ [Accessed 14 November 2018].
- 6 RICK, T. (2015) *Top 10 ways social media can facilitate change management [online]*. Blog. Hamburg: Meliorate. Available at: www.torbenrick.eu/blog/change-management/top-10-ways-social-media-can-facilitate-change-management/ [Accessed 14 November 2018].

Websites

- 1 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)

Identifying Learning and Development Needs

Unit title	Identifying Learning and Development Needs
Level	3*
Credit value	3
Unit code	3LDN
Unit review date	September 2020

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

For individuals and their organisations to respond to changing environments and exploit emerging opportunities they need to ensure the quality and currency of their skills, knowledge and capabilities. Taking a pro-active approach to identifying learning needs is a key part of this, and often the responsibility of the L&D practitioner. This unit supports the development of the skills required to undertake an effective identification of others' learning needs. It begins with a consideration of why individual and group learning needs arise and why it is important for both organisations and individuals to be aware of them. The unit goes on to explore the types of information required for identifying L&D needs and different methods for collecting and analysing this information. Learners are required to apply their knowledge to the practical identification and prioritisation of individual or group needs, and to specify their findings in an appropriate format, along with any other identified factors which might impact on the learning solution.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to develop their knowledge and skills in relation to identifying L&D needs.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand how learning and development needs arise and why it is important to be aware of them.
- 2 Be able to identify, prioritise and specify learning and development needs.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15, with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand how learning and development needs arise and why it is important to be aware of them.

How learning needs arise: gaps in current skill sets against performance requirements (underperformance); gaps in current performance requirements and evolving or future performance requirements (future development needs); internal and external factors, e.g. government intervention or changes in legislation, changes to organisational strategy, processes, products or services; maintenance, updating or development of employee skills or knowledge, professional development requirements, responding to individual aspirations and talents, promotions, new starters; major structural changes: mergers/acquisitions, downsizing and redeployment.

Groups: any group of people likely to have some common learning needs and where group ILN is therefore appropriate, e.g. new recruits, line managers, sales team, customer-facing staff, any group of staff affected by a particular change or new development.

Benefits: e.g. maintaining individual, team and organisational competence; superior readiness for change and new demands; ability to respond to market place developments more quickly; enhanced worker/ performance data and related ability to deploy people where and how they can be most effective; increased worker motivation and engagement. Meeting individual aspirations.

2 Be able to identify, prioritise and specify learning and development needs.

ILN Information: Requirements factors: e.g. current performance requirements, emerging/future performance requirements, new role requirements, team requirements. Capability factors: e.g. current skills and knowledge, current performance levels, transferable skills, soft skills and behaviours. Individual factors which may affect learning solutions: e.g. personal information, particular needs, learning history, learning preferences, time/location flexibility, potential impact on other work areas, potential impact on other teams or team members, priorities.

Range of methods for identifying learning needs: e.g. job analysis, learner interview, learner observations, assessments, performance review, skills audits, manager interviews, questionnaires, surveys, customer/other feedback.

Priorities: e.g. in relation to work goals, time, finance, compliance issues, aspirations.

Other factors which might affect choice of learning solution e.g. particular needs, learning history, learning preferences, time/location flexibility, potential impact on other work areas, potential impact on other teams or team members, priorities, alignment with other L&D initiatives, costs, eligibility requirements, organisational constraints, organisational practices.

Factors of good practice in relation to identifying learning needs: e.g. equality, ethics, fairness and access; constructive feedback skills; data protection and confidentiality.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1 Understand how learning and development needs arise and why it is important to be aware of them.	1.1 Explain key reasons why learning needs may arise for individuals and groups. 1.2 Explain the benefits to individuals and their organisations of identifying individual and group learning needs.
2 Be able to identify, prioritise and specify learning and development needs.	2.1 Explain the information which should be collected for an individual or group learning needs analysis. 2.2 Use a range of methods for collecting information relating to individual or group learning needs. 2.3 Identify and prioritise learning needs from gathered information. 2.4 Specify learning need and other factors which might affect the choice of learning solutions.

Learning resources for unit 3LDN

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BEEVERS, K. and REA, A. (2016) *Learning and development practice in the workplace*. 3rd ed. London: CIPD Kogan Page.
- 2 KNOWLES, M.S., HOLTEN III, E.F. and SWANSON, R.A. (2015) *The adult learner: the definitive classic in adult education and human resource development*. 8th ed. Abingdon: Routledge.
- 3 STEWART, J. and CURETON, P. (2014) *Designing, delivering and evaluating L&D: essentials for practice*. London: CIPD Kogan Page.

Key journals

- 1 Human Resource Development International
Available at: www.cipd.co.uk/knowledge/journals
- 2 Human Resource Development Quarterly
Available at: www.cipd.co.uk/knowledge/journals
- 3 International Journal of Training and Development
Available at: www.cipd.co.uk/knowledge/journals

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. CIPD Megatrends: the trends shaping work and working lives. Available at www.cipd.co.uk/knowledge/work/trends/megatrends
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. A wealth of resources on HR and learning and development. Available at: www.cipd.co.uk/knowledge/topics-a-z
- 3 BATLEY, D. (2013) *How to identify learning and development needs [online]*. Blog. London: ILM. Available at: <https://www.i-l-m.com/Insight/Inspire/2013/April/identifying-L-D-needs>
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Aligning L&D with business objectives [online]*. Podcast 103. London: CIPD. Available at: www.cipd.co.uk/podcasts/aligning-learning-development-with-business-objectives [Accessed 15 November 2018].
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Landing transformational change [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/change/theory-practice-report [Accessed 15 November 2018].
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Landing transformational change [online]*. Podcast 107. London: CIPD. Available at: www.cipd.co.uk/podcasts/landing-transformational-change [Accessed 15 November 2018].

- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT and UNIVERSITY OF BATH. School of Management. (2015) *Landing transformational change: closing the gap between theory and practice [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/change/theory-practice-report [Accessed 15 November 2018].
- 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *L&D: evolving roles, enhancing skills [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/roles-skills-report [Accessed 15 November 2018].
- 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *L&D: new challenges, new approaches [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/challenges-approaches-report [Accessed 15 November 2018].
- 10 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Learning and development 2015: annual survey report [online]*. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/surveys [Accessed 15 November 2018].
- 11 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Rethinking staff inductions [online]*. Podcast 89. London: CIPD. Available at: www.cipd.co.uk/podcasts/rethinking-staff-inductions [Accessed 15 November 2018].
- 12 LITTLE, B. (2016) *Learning needs analyses [online]*. Blog. [-]: MindTools Corporate. Available at: www.mindtools.com/blog/corporate/learning-needs-analyses/ [Accessed 15 November 2018].
- 13 LOPKER, G. (2016) *10 training needs analysis tips for instructional designers and trainers [online]*. Blog. Alexandria, VA: Association for Talent Development. Available at: www.td.org/insights/10-training-needs-analysis-tips-for-instructional-designers-and-trainers [Accessed 15 November 2018].
- 14 TOWARDS MATURITY. (2015) *Embracing change: improving performance for business, individuals and the L&D Team [online]*. Article. London: Towards Maturity. Available at: <https://towardsmaturity.org/2015/11/05/embracing-change-improving-performance-benchmark/> [Accessed 15 November 2018].

Websites

- 1 www.ahrd.org
Website of the Academy of Human Resource Development
- 2 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)

Designing Learning and Development Activities

Unit title	Designing Learning and Development Activities
Level	3*
Credit value	6
Unit code	3DES
Unit review date	September 2020

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

The quality and success of L&D activity is largely determined by how well it is designed. This unit aims to develop the knowledge and skills required to become an effective designer of learning activity. The unit begins with an exploration of key factors and theories, including a consideration of individual learner differences, which underpin the design of L&D activities and the essential information needed by designers in order for learning to be made meaningful and relevant. The unit moves on to practical skills development requiring learners to accurately convert learning requirements information into clearly stated learning objectives and to select and sequence learning methods and content to addresses objectives and accommodate individual differences. Learners are also required to consider and include appropriate methods for monitoring and assessing learning and to select learning resources which will support their L&D activity. Finally learners are required to specify their L&D design in a recognised and useable format.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to develop their knowledge and skills in relation to designing L&D activities.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand factors which inform the design of learning and development activities.
- 2 Know how to devise clear objectives for a learning and development activity.
- 3 Be able to design an inclusive learning and development activity which address identified learning and development objectives.
- 4 Be able to specify the learning and development activity in a recognised and useable format.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand factors which inform the design of learning and development activities.

Legislative factors: e.g. health, safety and welfare issues, data protection issues, professional and occupational compliance/training requirements.

Organisational factors: e.g. L&D policy & practice, budgets, organisational structure and culture.

Adult learning principles: related theory (e.g. Knowles, Kolb, Gardner), individual learner differences and learning preferences.

Learner factors: learning needs (e.g. knowledge, skills & behaviour gaps, starting points, desired end points), level of related skills (e.g. ITC), learning preferences, logistics issues (e.g. availability, access to resources). Sources of information: e.g. ILN specifications; stakeholders in the L&D activity: e.g. learners, managers, learner representatives.

2 Know how to devise clear objectives for a learning and development activity.

Clearly stated learning objectives: the importance of clearly stated and agreed learning objectives; definitions of learning objectives and related terms (e.g. learning aims, learning outcomes, assessment criteria); underpinning models and theories (e.g. Mager, Bloom, the NLP approach, current theory); ways of expressing learning objectives.

3 Be able to design an inclusive learning and development activity which address identified learning and development objectives.

Range of training/learning methods: trainer presentation of information, trainer demonstration, knowledge based learner activities (e.g. case studies, exercises, quizzes), skills based activities (e.g. role plays, presentations, practical exercises and skills practise), problem solving activities, group discussions; face-to-face learning, technology based learning, open/distance learning.

Suitability for learning objectives: underpinning theories linking methods to objectives, e.g. Domains of Learning (Bloom); the link between methods and learning objectives;

Selecting and sequencing: how to open and close an L&D activity, how to sequence learning content to assist learning; linking different activities together; gauging time requirements.

Individual learner differences (e.g. different knowledge & skill levels, learning preferences, levels of willingness to participate); ethics and equality in L&D and how to accommodate individual differences; the importance of using a mix of methods and techniques and monitoring individual learning within a group context.

Monitoring and assessment methods: e.g. informal methods (e.g. questions, activities within learning activities), formal methods (e.g. tests, observations); how to monitor individual learning within group activities; definitions of formative and summative assessment;

Learning resources, i.e. resources to be accessed by the learner: e.g. hand-outs, case studies, exercises, workbooks, technology enabled presentation material, videos, podcasts, audio.

4 Be able to specify the learning and development activity in a recognised and useable format.

Typical formats for 'writing up' an L&D activity; essential details to include (e.g. objectives, timings, methods, summary content, resources, evaluation activity).

Definitions and clarification of different terms: e.g. training plan, programme outline, session notes, schemes of work.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand factors which inform the design of learning and development activities.	1.1 Explain legislative and organisational factors which affect the design of learning and development activities. 1.2 Explain adult learning principles which inform the design of learning and development activities. 1.3 Summarise the specific information required about learners in order to design a relevant learning and development activity.
2 Know how to devise clear objectives for a learning and development activity.	2.1 Convert information about learners and learning requirements into clearly stated objectives for a learning and development activity.
3 Be able to design an inclusive learning and development activity which addresses identified objectives.	3.1 Describe a range of learning/training methods and their suitability for different learning objectives. 3.2 Select and sequence learning methods and content to create a learning and development activity which addresses identified objectives and accommodates learner differences. 3.3 Select and include appropriate methods for monitoring learning and for assessing that learning objectives have been met. 3.4 Select learning resources to support the learning and development activity.
4 Be able to specify the learning and development activity in a recognised and useable format.	4.1 Specify the learning and development activity in a recognised format which can be followed by other learning and development practitioners.

Learning resources for unit 3DES

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BEEVERS, K. and REA, A. (2016) *Learning and development practice in the workplace*. 3rd ed. London: CIPD Kogan Page.
- 2 KNOWLES, M.S., HOLTEN III, E.F. and SWANSON, R.A. (2015) *The adult learner: the definitive classic in adult education and human resource development*. 8th ed. Abingdon: Routledge.
- 3 STEWART, J. and CURETON, P. (2014) *Designing, delivering and evaluating L&D: essentials for practice*. London: CIPD Kogan Page.

Key journals

- 1 Human Resource Development International
Available at: www.cipd.co.uk/knowledge/journals
- 2 Human Resource Development Quarterly
Available at: www.cipd.co.uk/knowledge/journals
- 3 International Journal of Training and Development
Available at: www.cipd.co.uk/knowledge/journals

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. CIPD Megatrends: the trends shaping work and working lives. Available at: www.cipd.co.uk/knowledge/work/trends/megatrends [Accessed 16 November 2018].
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. A wealth of resources on HR and learning and development. Available at: www.cipd.co.uk/knowledge [Accessed 16 November 2018].
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Aligning L&D with business objectives [online]*. Podcast 103. London: CIPD. Available at: www.cipd.co.uk/podcasts/aligning-learning-development-with-business-objectives [Accessed 16 November 2018].
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Landing transformational change [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/change/theory-practice-report [Accessed 16 November 2018].
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Landing transformational change [online]*. Podcast 107. London: CIPD. Available at: www.cipd.co.uk/podcasts/landing-transformational-change [Accessed 16 November 2018].
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT and UNIVERSITY OF BATH. School of Management. (2015) *Landing transformational change: closing the gap between theory and practice [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/change/theory-practice-report [Accessed 16 November 2018].

- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *L&D: evolving roles, enhancing skills [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/roles-skills-report [Accessed 16 November 2018].
- 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *L&D: new challenges, new approaches [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/challenges-approaches-report [Accessed 16 November 2018].
- 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Learning and development 2015: annual survey report [online]*. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/surveys [Accessed 16 November 2018].
- 10 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Rethinking staff inductions [online]*. Podcast 89. London: CIPD. Available at: www.cipd.co.uk/podcasts/rethinking-staff-inductions [Accessed 16 November 2018].
- 11 OFFICE FOR STANDARDS IN EDUCATION, CHILDREN'S SERVICES AND SKILLS. (2014) *Teaching, learning and assessment in further education and skills – what works and why*. Manchester: OFSTED. Available at: www.gov.uk/government/publications/teaching-learning-and-assessment-in-further-education-and-skills-what-works-and-why [Accessed 16 November 2018].
- 12 TOWARDS MATURITY. (2015) *Embracing change: improving performance for business, individuals and the L&D Team [online]*. Article. London: Towards Maturity. Available at: <http://www.towardsmaturity.org/article/2015/11/05/embracing-change-improving-performance-benchmark/> [Accessed 18 April 2016].

Websites

- 1 www.ahrd.org
Website of the Academy of Human Resource Development
- 2 <http://c4lpt.co.uk/>
Website of the Centre for Learning & Performance Technologies, a resource site run by a consultant about learning trends, technologies and tools.

Delivering Learning and Development Activities

Unit title	Delivering Learning and Development Activities
Level	3*
Credit value	6
Unit code	3DEL
Unit review date	September 2020

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Being able to deliver learning activities in a way that gains learner confidence and engages learners is a crucial skill-set for all trainers. This unit takes learners through the essential stages of preparing for and delivering an inclusive and effective L&D activity for a group of learners. It begins with consideration of the practical preparations required to be credible as a trainer, including ensuring own readiness to deliver the activity and the availability of all resources and materials. The unit moves on to explore the concept of a positive learning climate and the range of steps that can be taken by a trainer towards creating and maintaining this. After reviewing a range of different training techniques, methods and resources, the unit requires learners to make effective use of a selection of these within the delivery of a group based L&D activity, ensuring it is both inclusive and addresses identified learning objectives.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to develop their knowledge and skills in relation to delivering L&D activities.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Be able to prepare for delivery of a learning and development activity.
- 2 Be able to create a positive learning environment.
- 3 Be able to use a range of training techniques, methods and resources to deliver an inclusive learning and development activity, for a group of learners, which meets identified objectives.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Be able to prepare for delivery of a learning and development activity.

Own capability and readiness: e.g. skills and knowledge in relation to content; how to ensure sufficient familiarity with the intended structure and content of an L&D activity (i.e. the session/activity plan); managing own emotional state and wellness.

Space, equipment and resources: e.g. rooms/areas, IT equipment, presentation equipment, people, training equipment, learning materials, food and drink, facilities.

2 Be able to create a positive learning environment.

Positive learning environment – physical features: e.g. safe and healthy space; inclusive access to rooms, equipment and trainer; attractive and stimulating environment.

Psychological features: e.g. learners feel welcome, included and comfortable to participate.

Preparing an environment which is safe, healthy and supports learning: e.g. addressing health & safety issues, creating best room layout for the situation and activity, ensuring all learners can see/access trainer and training equipment, use of visuals, music and other aids to create an attractive and stimulating environment.

Communication and training techniques to put learners at ease: e.g. open friendly communication styles, use of welcome activities and welcoming visuals, ensuring learners have the information they need, using learner names, recognising and responding to learner needs and preferences, encouraging learner participation.

3 Be able to use a range of training techniques, methods and resources to deliver an inclusive learning and development activity, for a group of learners, which meets identified objectives.

Training techniques and methods: e.g. explaining, questioning, presenting, facilitating learner activities (e.g. exercises, case studies, discussions), facilitating skills development (e.g. demonstration, supported practice, role play), facilitating pair, team and/or group activities; setting ground rules; using 'ice-breakers'; managing group dynamics; balancing individual and group needs; handling behavioural or environmental disruptions, summarising learning, activities to consolidate learning and support transfer of learning to the workplace; techniques and methods which are most effective for opening and closing learning sessions.

Training resources, i.e. resources used by the trainer: e.g. visual aids, flipchart, slides, IT equipment, display objectives. *Learning resources, i.e. resources to be accessed by the learner:* e.g. hand-outs, case studies, exercises, workbooks, technology enabled presentation material, videos, podcasts, audio.

Techniques for monitoring learning: (e.g. informal questioning, observation, assessment activities, performance in learning activities and group work); how to monitor individual learning within a group context.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Be able to prepare for delivery of a learning and development activity.	1.1 Ensure own capability and readiness to deliver a specific learning and development activity. 1.2 Ensure the availability of space, equipment and resources required for the activity.
2 Be able to create a positive learning environment.	2.1 Explain physical and psychological features of 'a positive learning environment'. 2.2 Prepare a physical environment for learning that is safe and healthy and which supports the learning activity. 2.3 Use communication and training techniques to put learners at ease and help overcome individual barriers to learning.
3 Be able to use a range of training techniques, methods and resources to deliver an inclusive learning and development activity, for a group of learners, which meets identified objectives.	3.1 Use appropriate training techniques and methods to open a learning and development activity. 3.2 Use a range of training techniques and methods to engage learners and address learning objectives. 3.3 Make effective use of training and learning resources to engage learners and address learning objectives. 3.4 Monitor individual learning and learner engagement in the activity, making adjustments where necessary to ensure that the activity is inclusive and addresses learning objectives. 3.5 Use appropriate training techniques and methods to close a learning and development activity.

Learning resources for unit 3DEL

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BEEVERS, K. and REA, A. (2016) *Learning and development practice in the workplace*. 3rd ed. London: CIPD Kogan Page.
- 2 QUINN, C.N (2014) *Revolutionize learning & development: performance and innovation strategy for the information age*. San Francisco: John Wiley & Sons.
- 3 STEWART, J. and CURETON, P. (2014) *Designing, delivering and evaluating L&D: essentials for practice*. London: CIPD Kogan Page.

Key journals

- 1 Human Resource Development International
Available at: www.cipd.co.uk/knowledge/journals
- 2 Human Resource Development Quarterly
Available at: www.cipd.co.uk/knowledge/journals
- 3 International Journal of Training and Development
Available at: www.cipd.co.uk/knowledge/journals

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. *CIPD Megatrends: the trends shaping work and working lives*. Available at: www.cipd.co.uk/knowledge/work/trends/megatrends *A wealth of resources on HR and learning and development*. Available at: www.cipd.co.uk/knowledge
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Aligning L&D with business objectives [online]*. Podcast 103. London: CIPD. Available at: www.cipd.co.uk/podcasts/aligning-learning-development-with-business-objectives [Accessed 19 November 2018].
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Landing transformational change [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/change/theory-practice-report [Accessed 19 November 2018].
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Landing transformational change [online]*. Podcast 107. London: CIPD. Available at: www.cipd.co.uk/podcasts/landing-transformational-change [Accessed 19 November 2018].

- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT and UNIVERSITY OF BATH. School of Management. (2015) *Landing transformational change: closing the gap between theory and practice [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/change/theory-practice-report [Accessed 19 November 2018].
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *L&D: evolving roles, enhancing skills [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/roles-skills-report [Accessed 19 November 2018].
- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *L&D: new challenges, new approaches [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/challenges-approaches-report [Accessed 19 November 2018].
- 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Learning and development 2015: annual survey report [online]*. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/surveys [Accessed 19 November 2018].
- 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Rethinking staff inductions [online]*. Podcast 89. London: CIPD. Available at: www.cipd.co.uk/podcasts/rethinking-staff-inductions [Accessed 19 November 2018].
- 10 TOWARDS MATURITY. (2015) *Embracing change: improving performance for business, individuals and the L&D Team [online]*. Article. London: Towards Maturity. Available at: <http://www.towardsmaturity.org/article/2015/11/05/embracing-change-improving-performance-benchmark/> [Accessed 18 April 2016].

Websites

- 1 www.ahrd.org
Website of the Academy of Human Resource Development
- 2 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)

Evaluating Learning and Development Activities

Unit title	Evaluating Learning and Development Activities
Level	3*
Credit value	3
Unit code	3ELD
Unit review date	September 2020

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Evaluating L&D activities completes the training cycle and enables L&D practitioners and managers to ensure that activities meet intended objectives. Without evaluation, weaknesses in L&D activities are likely to be continued, opportunities for improvement missed and valuable time and resources may be wasted. This unit develops learners understanding of the reasons for evaluation and the different approaches that can be taken to evaluating L&D activities. Armed with this understanding, learners are required to determine criteria for evaluating a specific L&D activity and identify the related information to be collected. They will then learn about, design and apply tools for collecting the required information. Finally learners will develop their skills by analysing evaluation information and using different formats to present their findings and recommendations.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to develop their knowledge and skills in relation to evaluating L&D activities.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the purpose and practice of evaluating learning and development activities.
- 2 Be able to identify and collect information required to evaluate a learning and development activity.
- 3 Be able to analyse evaluation information and present findings and related recommendations.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 15, with an additional 15 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the purpose and practice of evaluating learning and development activities.

Definitions of evaluation and comparison with related concepts: e.g. assessment, validation.

Purposes of evaluation: e.g. gauging customer satisfaction; continuous improvement of, for example: learning content, learning design, trainer performance, learning environment and facilities; feedback for organisation, for example: ROI, capabilities data, learning needs data; research purposes; compliance with external regulatory requirements.

Different levels of and approaches to evaluation: levels and scope of evaluation activity; determining objectives / criteria for evaluation; models relating to evaluation of L&D.

Different approaches to evaluation: evaluation methods e.g. group discussions, tests and assessments, use of questionnaires, interviews, e-surveys 'graffiti' boards, observations, focus groups. Timing of evaluation: e.g. pre- and post- evaluation; immediate, short, mid and long term evaluation, and how to determine time scales. Issues of validity, reliability and ethics in evaluation practice.

2 Be able to identify and collect information required to evaluate a learning and development activity.

Evaluation criteria: e.g. improvement in levels of knowledge and skills, relevance of content, performance of trainer, quality of facilities, impact on workplace performance, return on investment, quality of learner experience.

Types of information: e.g. qualitative, quantitative; learner feedback, trainer feedback, opinions and comments from 3rd parties; links between evaluation criteria and the information required. Collection methods: how to organise and manage, for example: discussions, assessments, surveys, learner interviews, learner's line-manager interviews.

Tools for collecting information: design issues in relation to, e.g. questionnaires, assessment tools, quizzes, tests, survey forms, interview questions forms, evaluation activity sheets.

3 Be able to analyse evaluation information and present findings and related recommendations.

Analysing evaluation information: e.g. aggregating responses; using scales and scoring; identifying patterns of data; identifying key messages.

Formats for presenting data: formats for presenting quantitative data e.g.: graphs, charts, diagrams and tables; formats for making recommendations; objective reporting versus seeking to influence; understanding the requirements of the recipients of /audience for the information.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the purpose and practice of evaluating learning and development activities.	1.1 Explain key reasons for evaluating learning and development activities. 1.2 Explain different levels of, and approaches to, evaluating learning and development activities.
2 Be able to identify and collect information required to evaluate a learning and development activity.	2.1 Determine criteria for evaluating a specific learning and development activity. 2.2 Identify the information required for the evaluation and appropriate collection methods. 2.3 Select and apply tools for collecting evaluation information.
3 Be able to analyse evaluation information and present findings and related recommendations.	3.1 Analyse and draw conclusions from evaluation information. 3.2 Use a range of formats to present evaluation findings and related recommendations.

Learning resources for unit 3ELD

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BEEVERS, K. and REA, A. (2016) *Learning and development practice in the workplace*. 3rd ed. London: CIPD Kogan Page.
- 2 EVERGREEN, S.D.H. (2017) *Presenting data effectively: communicating your findings for maximum impact*. 2nd ed. London: Sage.
- 3 STEWART, J. and CURETON, P. (2014) *Designing, delivering and evaluating L&D: essentials for practice*. London: CIPD Kogan Page.
- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *L&D: evolving roles, enhancing skills [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/roles-skills-report [Accessed 19 November 2018].
- 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *L&D: new challenges, new approaches [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/challenges-approaches-report [Accessed 19 November 2018].

Key journals

- 1 PHILLIPS, J.J. and PHILLIPS, P. (2011) Moving from evidence to proof. *Training and Development*. Vol 65, No 8, August. pp34–39.
- 2 Human Resource Development Quarterly Available at: www.cipd.co.uk/knowledge/journals
- 3 International Journal of Training and Development Available at: www.cipd.co.uk/knowledge/journals
- 4 European Journal of Training and Development
- 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Learning and development 2015: annual survey report [online]*. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/surveys [Accessed 19 November 2018].
- 10 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Rethinking staff inductions [online]*. Podcast 89. London: CIPD. Available at: www.cipd.co.uk/podcasts/rethinking-staff-inductions [Accessed 19 November 2018].

Online resources

- 1 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. CIPD Megatrends: the trends shaping work and working lives. Available at www.cipd.co.uk/knowledge/work/trends/megatrends
- 2 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. A wealth of resources on HR and learning and development. www.cipd.co.uk/knowledge
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Aligning L&D with business objectives [online]*. Podcast 103. London: CIPD. Available at: www.cipd.co.uk/podcasts/aligning-learning-development-with-business-objectives [Accessed 19 November 2018].
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Landing transformational change [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/change/theory-practice-report [Accessed 19 November 2018].
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Landing transformational change [online]*. Podcast 107. London: CIPD. Available at: www.cipd.co.uk/podcasts/landing-transformational-change [Accessed 19 November 2018].
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT and UNIVERSITY OF BATH. School of Management. (2015) *Landing transformational change: closing the gap between theory and practice [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/change/theory-practice-report [Accessed 19 November 2018].
- 11 RAE, L. (n.d.) *Training programme evaluation [online]*. Resource. [Leicester]: Businessballs. com. www.businessballs.com/facilitation-workshops-and-training/training-programme-evaluation/ [Accessed 19 November 2018].
- 12 SUCKLEY, L. (2014) *How to measure the ROI for training and development programmes [online]*. Inspiring the workforce blog. Sheffield: Sheffield Hallam University. Available at: <http://extra.shu.ac.uk/sbsblog/2014/02/how-to-measure-the-roi-of-training-and-development-programmes/> [Accessed 11 April 2016].
- 13 TOWARDS MATURITY. (2015) *Embracing change: improving performance for business, individuals and the L&D Team [online]*. Article. London: Towards Maturity. Available at: <http://www.towardsmaturity.org/article/2015/11/05/embracing-change-improving-performance-benchmark/> [Accessed 18 April 2016].

Websites

- 1 www.ahrd.org
Website of the Academy of Human Resource Development
- 2 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development (CIPD)
- 3 <https://managementhelp.org/training/systematic/ROI-evaluating-training.htm>
An online integrated library for personal, professional and organisational development
- 4 <https://www.td.org/learning-and-development>
Website of the Association for Talent Development the Association of Talent Development
- 5 www.ufhrd.co.uk
Website of the University Forum for Human Resource Development

Supporting Individual Learning through Coaching and Mentoring

Unit title	Supporting Individual Learning through Coaching and Mentoring
Level	3*
Credit value	6
Unit code	3LCM
Unit review date	September 2020

*RQF Level 3, aligned to Bahrain NQF Level 5 and comparable to Level 5 in Ireland, Level 6 in Scotland and EQF Level 4

Purpose and aim of unit

Research informs us that formal learning events are only part of an effective L&D strategy. Of equal importance are more informal learning opportunities, in the workplace, often supported through a coaching or mentoring relationship. This unit enables L&D professionals to develop the knowledge and skills required to be able to provide basic coaching and mentoring support themselves, as well as being able to support line-managers in coaching and mentoring team members. The unit begins with an introduction to the nature, purpose and practice of both coaching and mentoring, including the potential benefits to be gained by both parties. It continues with a practical exploration of some models and techniques and requires learners to demonstrate these within a coaching or mentoring conversation. Finally learners will consider how, and the extent to which, coaching and mentoring activity should be recorded and effective formats for doing this.

This unit is suitable for persons who:

- are aspiring to, or embarking on, a career in L&D
- are already working in the field of L&D and aim to develop their knowledge and skills in relation to delivering L&D activities.

Learning outcomes

On successful completion of this unit, learners will:

- 1 Understand the nature, purpose and practice of coaching.
- 2 Understand the nature, purpose and practice of mentoring.
- 3 Be able to use coaching and mentoring models and techniques to support individual learning.
- 4 Know how to record coaching and mentoring activity.

Guided learning hours

The guided learning hours for this unit would normally be considered to be 30, with an additional 30 hours of self-directed learning for reading and the preparation of assessment evidence.

Unit content

Indicative content is provided for each of the learning outcomes of the unit. The content is neither prescriptive nor exhaustive but should enable achievement of the learning outcomes.

1 Understand the nature, purpose and practice of coaching.

Definitions of coaching; difference between coaching and mentoring and coaching and other interventions, for example, 1:1 training; counselling; professional and ethical considerations.

Different types and styles of coaching: different types e.g. executive coaching, performance coaching, skills coaching; different styles e.g. directive & non-directive.

Stages in the one-to-one coaching process: theory/models of the coaching process; descriptions of typical stages in a coaching process; definitions of roles of coach and coachee, linked to each stage in the process.

Benefits for each party – coach: e.g. learning from coaching, personal satisfaction.

Benefits for coachee: e.g. achievement of goals, enhanced capabilities, enhanced motivation and engagement.

2 Understand the nature, purpose and practice of mentoring.

Definitions of mentoring and the nature of the mentoring relationship: e.g. supporting personal and professional development through support, advice and guidance from a more experienced colleague; other examples: e.g. peer mentoring, online mentoring.

The role of the mentor in the mentoring relationship: for example providing specialist guidance, support and advice. Different mentoring styles: for example developmental, sponsoring, stretching, directive, nurturing, non-directive approaches.

Potential benefits for each party: e.g. mentor – learning benefits, personal satisfaction benefits; mentee – increased confidence and self-awareness; ability to develop action plans based on criteria.

3 Be able to use coaching and mentoring models and techniques to support individual learning.

Coaching and mentoring models and techniques: models e.g. GROW, COACH; techniques e.g. preparing the physical environment; using effective communication skills (e.g. active listening); action planning and goal setting (e.g. SMART objectives, well-formed objectives); effective feedback skills; facilitating reflection and self-assessment.

4 Know how to record coaching and mentoring activity.

Debates around whether activity should be recorded, to what extent and who by; formats for recording aspects (e.g. agreed actions and resulting outcomes) of coaching and mentoring activity.

Unit assessment

To achieve this unit, the evidence the learner presents for assessment must demonstrate that they have met all the learning outcomes and assessment criteria.

Learning outcomes The learner will:	Assessment criteria The learner can:
1 Understand the nature, purpose and practice of coaching.	1.1 Explain the concept of coaching and how it differs from mentoring and other learning and development methods. 1.2 Identify and explain different types and styles of coaching. 1.3 Analyse the stages in a one-to-one coaching process, and the roles of coach and coachee. 1.4 Identify the potential benefits of coaching for coach, and coachee.
2 Understand the nature, purpose and practice of mentoring.	2.1 Explain the concept of mentoring and the nature of the relationship between mentor and mentee. 2.2 Describe a typical mentoring process and roles of mentor and mentee. 2.3 Identify the potential benefits of mentoring for mentor and mentee.
3 Be able to use coaching and mentoring models and techniques to support individual learning.	3.1 Explain models and techniques used in coaching and mentoring and how these can support individual learning. 3.2 Demonstrate the use of models and techniques within a coaching or mentoring conversation.
4 Know how to record coaching and mentoring activity.	4.1 Use an appropriate format to record outcomes and agreed actions resulting from a coaching or mentoring conversation.

Learning resources for unit 3LCM

This section provides suggestions for suitable resources for this unit. The list is indicative only and should not be considered as prescriptive or exhaustive.

Books

- 1 BEEVERS, K. and REA, A. (2016) *Learning and development practice in the workplace*. 3rd ed. London: CIPD Kogan Page.
- 2 CLUTTERBUCK, D. (2014) *Everyone needs a mentor*. 5th ed. London: CIPD Kogan Page.
- 3 CLUTTERBUCK, D. MEGGINSON, D. and BAJER, A. (2016) *Building and sustaining a coaching culture*. London: CIPD Kogan Page.
- 4 CONNOR, M.P. and POKORA, J.B. (2017) *Coaching and mentoring at work: developing effective practice*. 3rd ed. London: Open University Press.
- 5 DOWNEY, M. (2014) *Effective modern coaching: the principles and art of successful business coaching*. London: LID Publishing.
- 6 FLAHERTY, J. (2010) *Coaching: evoking excellence in others*. 3rd ed. Abingdon: Routledge.
- 7 WHITMORE, J. (2017) *Coaching for performance: growing human potential and purpose – the principles and practice of coaching and leadership*. 5th ed. London: Nicholas Brealey Publishing.
- 8 ROGERS, J (2012) *Coaching skills: a handbook*. 3rd ed. Maidenhead: Open University Press.
- 3 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2018) *Coaching and mentoring [online]*. Factsheet. London: CIPD. Available at: www.cipd.co.uk/knowledge/fundamentals/people/development/coaching-mentoring-factsheet [Accessed 19 November 2018].
- 4 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2008) *Coaching and buying coaching services..* 2nd ed. Guide. London: CIPD. Available for download on the HR and L&D Database at: www.cipd.co.uk/knowledge/hr-learn-develop-database [Accessed 19 November 2018].
- 5 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2007) *Coaching at the sharp end: developing and supporting the line manager as coach. .* Practical tool. London: CIPD. Available for download on the HR and L&D Database (although the interactive elements have been disabled) at: : www.cipd.co.uk/knowledge/hr-learn-develop-database [Accessed 19 November 2018].
- 6 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2012) *Coaching: the evidence base. .* Research report. London: CIPD. Available for download on the HR and L&D Database at: www.cipd.co.uk/knowledge/hr-learn-develop-database [Accessed 19 November 2018].
- 7 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *Landing transformational change [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/change/theory-practice-report [Accessed 19 November 2018].
- 8 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *Landing transformational change [online]*. Podcast 107. London: CIPD. Available at: www.cipd.co.uk/podcasts/landing-transformational-change [Accessed 19 November 2018].
- 9 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT and UNIVERSITY OF BATH. School of Management. (2015) *Landing transformational change: closing the gap between theory and practice [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/change/theory-practice-report [Accessed 19 November 2018].
- 10 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2015) *L&D: evolving roles, enhancing skills [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/roles-skills-report [Accessed 19 November 2018].
- 11 CHARTERED INSTITUTE OF PERSONNEL AND DEVELOPMENT. (2014) *L&D: new challenges, new approaches [online]*. Research report. London: CIPD. Available at: www.cipd.co.uk/knowledge/strategy/development/challenges-approaches-report [Accessed 19 November 2018].

Key journals

- 1 Coaching at Work
www.coaching-at-work.com/
- 2 Human Resource Development International
Available at www.cipd.co.uk/knowledge/journals
- 3 Human Resource Development Quarterly
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Websites

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Website of the Academy of Human Resource Development
- 2 www.associationforcoaching.com
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- 3 www.cipd.co.uk
Website of the Chartered Institute of Personnel and Development
- 4 www.davidclutterbuckpartnership.com/blogs/
Website of the David Clutterbuck Partnership, featuring articles, blogs and videos, also on twitter at: <https://twitter.com/mentor2mentors>
- 5 www.emccouncil.org
Website of the European Mentoring and Coaching Council
- 6 www.ufhrd.co.uk
Website of the University Forum for Human Resource Development

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