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| Unit title | Supporting Change within Organisations |
| Level | 3¹ |
| Credit value | 3 |
| Unit code | 3SCO |
| Unit review date | Sept. 2011 |

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.

¹ Equivalent in Ireland = 5; Scotland = 6

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.

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| Unit title | Contributing to the Process of Job Analysis |
| Level | 3¹ |
| Credit value | 3 |
| Unit code | 3CJA |
| Unit review date | Sept. 2011 |

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.

¹ Equivalents in Ireland = 5; Scotland = 6

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.

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| Unit title | Developing Coaching Skills for the Workplace |
| Level | 3¹ |
| Credit value | 3 |
| Unit code | 3DCS |
| Unit review date | Sept. 2011 |

Purpose and aim of unit

This unit provides the learner with broad concepts that underpin coaching within the workplace. It is intended to provide learners with an introduction to the theoretical aspects of coaching and an opportunity to develop coaching techniques where appropriate, for example in the capacity of line manager. The unit is also appropriate for individuals who support learning and development (L&D) professionals who have responsibility for developing a coaching culture/strategy 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
- would like to develop knowledge and skills of coaching
- are involved in supporting the implementation of coaching within the organisation.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the nature and purpose of coaching.
- 2 Know how to use a coaching style to improve performance in the workplace.
- 3 Be able to identify the ways in which coaching can be implemented in an organisation.

¹ Equivalents in Ireland = 5; Scotland = 6

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 and purpose of coaching.

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

The difference between coaching and other learning and development techniques: understanding of when coaching is an appropriate learning and development intervention compared with or in addition to, for example, mentoring, training, e-learning; professional and ethical considerations.

The purpose of coaching in meeting organisation objectives: for example, to support the organisation in its wider objectives; supporting improved performance as part of the wider learning and development strategy; enabling others to develop their potential in line with organisational goals; role of coaching in supporting change management.

2 Know how to use a coaching style to improve performance in the workplace.

The role of the coach: builds a relationship built on trust; gives constructive, developmental and actionable feedback; facilitates learning and development of the coachee; encourages problem-solving; identifies potential; sets challenging tasks and activities; agree and establish ground rules; understand coachee's role in wider organisational context.

The role of the coachee: to agree and prepare action plans; carry out agreed activities and tasks to agreed deadlines; prepare for coaching sessions; understand their role in line with organisational objectives; agree and establish ground rules.

Coaching models and techniques: e.g. GROW, COACH; effective communication skills: open questioning techniques, probing where appropriate; facilitating clear action planning with SMART objectives; summarising coaching session.

3 Be able to identify the ways in which coaching can be implemented in an organisation.

Benefits of coaching: for example, improved relationships across the organisation; identification of skill and talent; development of skill and talent; possible enhanced commitment from coaches because of motivation and engagement; succession planning; improved staff morale and retention; improved performance and skill development.

Ways in which coaching can be developed within the organisation: for example, through training and development of in-house coaches; training and development of line managers; buy in coaching expertise.

Advantages and disadvantages of developing coaching in-house: issues of confidentiality, for example the willingness of the coachee to express their real feelings with an external, independent coach; costs and available resources; skills, qualification, experience and training of internal coaches; knowledge of industry and business; decisions around 'who' will coach, for example internal learning and development specialists, line managers, employed coaches; who needs coaching; decisions on whether the coaching strategy is a long- or short-term strategy.

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| Unit title | Delivering Learning and Development Activities |
| Level | 3¹ |
| Credit value | 6 |
| Unit code | 3DLA |
| Unit review date | Sept. 2011 |

Purpose and aim of unit

This core unit will provide the knowledge and skills required to deliver planned learning and development (L&D) activities, for example one-to-one, small group and large group sessions. The need for learning and development arises for diverse reasons, including both individual self-assessment and organisational assessment. A learning and development needs analysis may identify organisational challenges or problems affecting employees, for example major organisational change; the introduction of new operations or systems and/or the maintenance of existing operations or systems. The identification of learning and development needs may also arise during an induction process. This unit will review adult learning principles and the learning cycle, but the main focus will be on the importance of creating and maintaining a positive learning environment and the knowledge and skills required for the actual delivery of an activity or session.

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
- wish to develop their knowledge, skills and capabilities in delivering learning and development activities.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to create an environment conducive to learning.
- 2 Be able to plan and deliver learning and development programme activity to individuals and groups.
- 3 Know how to review learning and development activities.

¹ Equivalents in Ireland = 5; Scotland = 6

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 create an environment conducive to learning.

Overview of current legislation and codes of practice; the creation of a positive learning environment; characteristics of adult learners; learning cycle; learning styles; establishing learning outcomes from a learning needs assessment prioritised according to need; accommodating differences in learning styles, individual needs and personalities; group dynamics; planning the physical environment.

Organisational and process decisions may include, but are not limited to: pre-course welcome; use of 'icebreakers'/warm-up methods; physical layout; venue details; establishment of interactive opportunities; creation of rapport; ground rules; resources; session plan; balancing individual and group needs; handling behavioural and environmental disruptions; considering ease of access; addressing matters of confidentiality.

2 Be able plan and deliver a learning and development activity to individuals and groups.

Understanding how the learning cycle and session plans underpin effective training; setting aims and learning outcomes; selecting content and any resources that may be required; how to provide a clear introduction with participants advised of learning outcomes; sequencing of activities and intended assessment and evaluation processes; summarising; overview of different delivery methods, for example 'taught', e-learning, and so on.

The body of the session may include delivering information; explanation; demonstration; seeking opinion; different types of interaction; practice; consolidation; effective questioning.

The conclusion of the session involves a summary of the main points and also creates a link to next session where appropriate.

Trainer qualities and skills, including a range of interpersonal skills such as questioning; listening; feedback; and allowing the learners the opportunity to practise; awareness of personal presentation style and skills including language and non-verbal communication; techniques to manage group dynamics; monitoring and checking individual learning.

Types and relative merits of different learning resources.

3 Know how to review learning and development activities.

Choosing an assessment method; participant feedback is sought and analysed with regards to organisation; delivery, content, location, practice opportunities to make possible refinements for future delivery; brief reference to purposes and methods of evaluation.

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| Unit title | Developing Mentoring Skills for the Workplace |
| Level | 3¹ |
| Credit value | 3 |
| Unit code | 3DMS |
| Unit review date | Sept. 2011 |

Purpose and aim of unit

This unit provides the learner with the broad concepts that underpin mentoring within the workplace. It is intended to provide the learner with an introduction to the conceptual basis of mentoring and the opportunity to develop a mentoring style where appropriate, for example in the capacity as a line manager. The unit is also appropriate for learning and development professionals who are involved in identifying and implementing appropriate and differing methods of learning and development across 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
- would like to develop knowledge and skills as a mentor
- are involved in supporting the implementation of mentoring in an organisation.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to explain the principles of mentoring.
- 2 Be able to explain the benefits of mentoring in the workplace.
- 3 Be able to apply mentoring tools and techniques.

¹ Equivalents in Ireland = 5; Scotland = 6

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 of mentoring.

The nature and purpose of the mentoring relationship: for example definition of mentorship; supporting personal and professional development through support, advice and guidance from a more experienced colleague to a more junior or less experienced member of staff; supports career development and progression; identifies individual talents; professional and ethical aspects.

Different mentoring models: for example one-to-one, group, informal, peer, online; GROW and other models.

Effectiveness of different mentoring styles: for example developmental, sponsoring, stretching, directive, nurturing, non-directive approaches.

2 Be able to explain the benefits of mentoring in the workplace.

Appropriate use of mentoring when compared with other learning and development interventions: the difference between mentoring and other learning and development interventions, particularly coaching; the use of mentoring for long-term development; making comparisons between mentoring and other learning and development interventions such as training for career progression.

The ways in which an organisation may benefit from a mentoring scheme: employee engagement and increased productivity; improved recruitment and retention; tailored developmental intervention for employees; identification of talent and ability; succession planning; transfer of tacit knowledge; new employee development.

Ways in which the mentee may benefit: for example enhanced knowledge and skill development; more focused career goals; increased promotional prospects; increased confidence and self-awareness; increased motivation; raised aspirations; ability to develop action plans based on SMART criteria.

Introduction of an effective mentoring scheme within an organisation: planning; consideration of selection process for mentees and mentors, appropriate matching, training resource availability, appropriate models and styles to suit individuals and organisation.

3 Be able to apply mentoring tools and techniques.

The role of the mentor in the mentoring relationship: for example providing specialist guidance, support and advice; acting in a confidential and ethical manner; providing feedback; enabling mentee to engage in problem-solving; awareness of other areas of specialist support; aiding mentee in action planning.

Effective mentoring techniques: for example effective listening techniques; exploration of problems and issues; sensitivity to personal and cultural issues; challenging mentee where appropriate; identifying developmental needs; sharing experience; encouraging alternative problem-solving techniques; negotiating action plans; monitoring progress.

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| Unit title | Evaluating Learning and Development Activities |
| Level | 3¹ |
| Credit value | 3 |
| Unit code | 3ELA |
| Unit review date | Sept. 2011 |

Purpose and aim of unit

Evaluation of learning and development is a key component of the learning process. This unit provides an introduction to the principles, purposes and scope of evaluation within a learning and development context. The unit also includes the concept of return on investment (ROI) and ways of assessing ROI within a learning and development and organisational context. Undertaking this unit will enable learners to develop their understanding of different models of evaluation. They will learn how to use different evaluation methods with an understanding of the relative merits of each approach.

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 engaged in the evaluation of learning and development activities.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the nature and purposes of evaluation, including return on investment and expectation.
- 2 Understand different approaches to evaluation.
- 3 Be able to design and use tools for evaluating learning and development activities.
- 4 Be able to develop an action plan following evaluation of a learning and development activity.

¹ Equivalents in Ireland = 5; Scotland = 6

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 and purposes of evaluation including return on investment and expectation.

Differences and relationship between validation, assessment, monitoring and evaluation; purposes of evaluation from different stakeholder perspectives, for example awarding bodies; learner perspective, tutor² perspective, training provider perspective, employer perspective, for example meeting business objectives; definition and importance of return on expectation; definition and importance of return on investment; measuring return on investment; links with performance management systems.

2 Understand different approaches to evaluation.

Levels of evaluation; qualitative and quantitative approaches, for example logical framework approach; triangulation in evaluation, that is, evaluation from different stakeholder perspectives; criteria for selecting evaluation methods and the relative merits of each; role of the evaluator; short-, medium- and long-term evaluation.

3 Be able to design and use tools for evaluating learning and development activities.

Methods of confirming learner attainment against learning outcomes; questionnaire design and administration; rounds, for example 'most liked' and 'least liked'; 'graffiti' boards; confidentiality of data received from respondents/participants.

4 Be able to develop an action plan following evaluation of a learning and development activity.

Analysing data from evaluation; identifying key messages; formulating an action plan

² Tutor used in a generic sense to encompass trainers, teachers, facilitators, group leaders

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| Unit title | Undertaking a Learning Needs Analysis |
| Level | 3¹ |
| Credit value | 3 |
| Unit code | 3LNA |
| Unit review date | Sept. 2011 |

Purpose and aim of unit

This unit provides the learner with a practical understanding of how a learning needs analysis can form the basis for recommending learning solutions. Specifically, the unit enables the learner to recognise the various methods and models available that assist in identifying gaps between the skills and knowledge of the workforce and organisation objectives. By the end of the unit the learner will be able to identify learning needs and recommend a suitable learning solution for individuals and teams, drawing on their knowledge of learning and development (L&D) methods and the various types of provision available.

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 independent or employed trainers who wish to support organisations in meeting their learning and development needs
- are involved in identifying individual and organisational learning and development needs and for recommending learning and development solutions.

Learning outcomes

On completion of this unit, learners will:

- 1 Be able to identify the learning and development needs of individuals and groups that reflect individual and organisational objectives.
- 2 Be able to recommend appropriate learning and development solutions to meet the identified needs of individuals and groups.

¹ Equivalents in Ireland = 5; Scotland = 6

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 identify the learning and development needs of individuals and groups that reflect individual and organisational objectives.

Why a learning need may arise within an organisation: internal and external factors, for example government intervention or change in legislation, change of organisation strategy, development or maintenance of employee skill or knowledge, promotion, gap between employee performance and expected degree of competence; new starters; mergers/acquisitions; downsizing.

Range of methods for identifying learning needs: for example, job analysis, performance management and appraisal; skills audit; interviews and questionnaires; customer feedback; link to business, unit and individual objectives; sources of information such as job description, line manager.

Theoretical models: including but not limited to Kolb's accommodation, converging, diverging, assimilating model, Honey and Mumford's learning style inventory, Knowles' model of andragogy.

2 Be able to recommend appropriate learning and development solutions to meet the identified needs of individuals and groups.

Learning and development methods: for example, classroom, coaching, mentoring, online or other technology-based learning, self-study, action-centred learning, work-based learning, for example job shadowing, secondments.

Equality of opportunity: non-discriminatory language; employee awareness of learning and development opportunities; awareness of cultural issues that affect learning; basic understanding of laws relating to equality of opportunity and access.

Recommend learning solutions: influenced by organisational, team and individual learning objectives, organisational culture, learning styles and preferences and other learning-related issues identified; prioritise and agree learning objectives with learner based on identified need; recommendation of external sources, where appropriate, for example university/college (for example qualifications), consultation (for example tailored development interventions, such as management development programmes), training provider (for example open or short course training), versus in-house training (for example coaching, tailored programme, induction) or on-the-job training dependent upon learning need identified; funding implications; blended learning solutions.

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| Unit title | Supporting Good Practice in Managing Employment Relations |
| Level | 3¹ |
| Credit value | 6 |
| Unit code | 3MER |
| Unit review date | Sept. 2011 |

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.

¹ Equivalent in Ireland = 5; Scotland = 6

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.

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| Unit title | Supporting Good Practice in Performance and Reward Management |
| Level | 3¹ |
| Credit value | 6 |
| Unit code | 3PRM |
| Unit review date | Sept. 2011 |

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.

¹ Equivalents in Ireland = 5; Scotland = 6

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.

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| Unit title | Resourcing Talent |
| Level | 3¹ |
| Credit value | 6 |
| Unit code | 3RTO |
| Unit review date | Sept. 2011 |

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.

¹ Equivalents in Ireland = 5; Scotland = 6

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.

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| Unit title | Preparing and Designing Learning and Development Activities |
| Level | 3¹ |
| Credit value | 3 |
| Unit code | 3PDL |
| Unit review date | Sept. 2011 |

Purpose and aim of unit

This unit provides learners with the knowledge and skills needed to prepare and design effective learning and development activities. Undertaking this unit will enable learners to understand how a learning needs analysis informs the design process. It will also address other factors that influence the design of learning and development. The unit includes some of the key educational theories and concepts that underpin the design process, for example adult learning principles; the learning cycle; and barriers to learning. An appraisal of the resource requirements to support learning is also included in the unit. The main emphasis is on the skill of designing a session plan or programme based on sound educational design principles.

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
- wish to develop their knowledge, skills and capabilities in preparing and designing learning and development activities.

Learning outcomes

On completion of this unit, learners will:

- 1 Understand the factors that can influence and affect the design of learning and development activities.
- 2 Understand the different methods and resources to support learning and development activities and the relevant merits of each.
- 3 Know how to design learning and development activities.

¹ Equivalentents in Ireland = 5; Scotland = 6

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 factors that can influence and affect the design of learning and development activities.

Adult learning principles; learning cycle; learning styles; organisational and stakeholder requirements; organisational culture; facilities; purpose of learning events; legislation; barriers to learning; profile of participants, including cultural issues associated with learning; learning needs assessment.

2 Understand the different methods and resources to support learning and development activities and the relevant merits of each.

Consideration of the benefits and challenges associated with different learning methods and different resource tools within different contexts, for example e-learning and blended learning approaches; role of information and communications technology; designing materials; workplace learning processes, for example work experience; job shadowing; resource-based learning; open and flexible learning; distance learning materials.

3 Know how to design learning and development activities.

Devising aims and learning outcomes based on the application of adult learning principles and criteria; selecting and sequencing content; choosing appropriate teaching/learning methods to address the learning outcomes; identifying any resource requirements, for example amount of physical space required; equipment; training materials and handouts; selecting assessment methods: formative and summative assessment; ensuring the most appropriate sequencing and timing; designing effective pre-session information as needed; consideration of means of evaluation; factors to be considered when planning a series of sessions versus one-off sessions.