Level 3

Occupational Standard for National Vocational Qualification
Human Resources Management

ACKNOWLEDGEMENT

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INTRODUCTION

The Grenada National Training Agency (GNTA) as empowered by the GCTVET Act of 2009 is the agency mandated to co-ordinate, facilitate and enable the development and growth of Technical and Vocational Education and Training in Grenada Carriacou and Petite Martinique.

The Agency through modes of training intervention intends to help in ensuring that there exists a supply of trained and skilled workers to service labour market needs and thereby contribute to higher levels of productivity in the Grenadian economy. The organisation by way of policy seeks to have developed and approved occupational standards derived from industry specifications and to guide the training, assessment and certification within the Grenada TVET System.

The Grenada Council for Technical Vocational Education and Training (GCTVET) created by an ACT of parliament in 2009 is empowered to approve standards for the award certification leading to Caribbean Vocational Qualification (CVQ's) and National Vocational Qualification (NVQ's).

The GNTA has established industry lead groups responsible for vetting standards as well as specifying and recommending standards to be approved.

ABOUT THIS STANDARD

This is a National Vocational Qualification Standard that has been approved for training and certification in Grenada.

This standard was adapted and approved by the Grenada Council for Technical Vocational Education and Training (GCTVET) on 9th August 2017.

There are some minor modifications made to accommodate the local context; however the overall content of the document is unchanged.

QUALIFICATION OVERVIEW

The NVQ Level 3 in Human Resources Management is for individuals whose role requires well developed behavioural competencies but whose scope for independent decision making and for bringing about change is unlimited. Person maybe required to function in the supervisory role.

They are likely to be in roles where they are required:
- Design human resources procedures
- Maintain human resources information systems
- Review the learning and development needs of the organisation
- Administer the delivery of learning and development procedures

Normally persons working at Level 3 should be able to competently carry out simple, complex and routine work activities and to collaborate with others through groups and teams. The qualification covers competencies by providing services in Human Resources Management Level 3 such as being able to support and assist others in carrying out human resources services and provide leadership in your area of responsibility.

Relevant occupations include:
- Office Supervisor/Manager
- Human Resource Manager

The holders of this qualification will demonstrate a range of personal presentations and demonstrations of team work skills and literacy skills. To achieve this qualifications all core units must be achieved. Any elective completed will be awarded unit statement of competency. The nominal training hours are a guide for planning the delivery of training programmes.

Please note that certification can be gained through formal training or on the job experience by scheduling assessments with the Grenada National Training Agency (GNTA) certified assessors.

APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE
HUMAN RESOURCES MANAGEMENT - LEVEL 3 – A023 03

To achieve the full certification, candidates must complete eleven (11) units, including nine (9) mandatory units and two (2) optional units. Candidates should choose the optional units which best suit their work situation and job role.

MANDATORY UNITS (ALL MUST BE COMPLETED)   CODE

1.   Design human resources procedures   **U40603**

    1.1   Design human resources procedures

**2.   Monitor and evaluate the delivery of human resources services   U40703
       to customers**

    2.1   Monitor the delivery of human resources services
          to customers
    2.2   Evaluate the delivery of human resources services
          to customers

3.   Maintain human resources information systems   **U40803**

    3.1   Maintain employee and stakeholder communication systems

4.   Support and assist others in carrying out human resources services   U40903

    4.1   Assist others in carrying out human resources services
    4.2   Support others in carrying out human resources services

5.   Review the learning and development needs of the organisation   U41003

    5.1   Review how capable the whole organisation is at
          meeting its development needs
    5.2   Develop a learning and development programme for the
          organization

6.   Administer the delivery of learning and development procedures   U41103

    6.1   Operate learning and development processes
    6.2   Administer training courses and development activities
    6.3   Produce basic support materials for presentations and
          development activities

Mandatory Units (All must be completed)   <u>**CODE**</u>

7.   **Administer the delivery of performance management procedures**   **U41203**

    7.1   Operate performance management processes
    7.2   Provide information to evaluate the effectiveness of the
          performance management process

8.   **Provide employee assistance**   **U41303**

    8.1   Administer employee support procedures

9.   **Assist others in the delivery of performance management processes**   **U41403**

    9.1   Assist others in the delivery of performance Management
          processes

Optional Units (Choose 2)

10.   **Administer rewards and benefits procedures**   **U41503**

    10.1   Prepare to administer rewards and benefits procedures
    10.2   Provide information to evaluate the effectiveness of the reward
           process

11.   **Administer recruitment procedures**   **U41603**

    11.1   Prepare recruitment procedures
    11.2   Advertise jobs
    11.3   Implement the selection process
    11.4   Appoint people to jobs

12.   **Administer employee relations procedures**   **U41703**

    12.1   Administer employee relations processes
    12.2   Provide information to evaluate the effectiveness of
          the employee relations process

U40603   Design human resources procedures

Unit Descriptor:	This unit is about designing human resources related procedures that are consistent with the organisation's strategies. When you have completed this unit, you will have proven that you can design human resources procedures, e.g. Training and Development.

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Design human resources procedures	1.1 Review existing **procedures** and evaluate them against organisational needs.
	1.2 Identify the factors which influence the need to change procedures.
	1.3 Use consultation opportunities effectively.
	1.4 Take into account the perceptions, aspirations and capabilities of employees when developing procedures and making proposals for change.
	1.5 Assess the impact of the proposed changes on organisational structures and individual employees, customers and end users.
	1.6 Design **procedures** which are fit for purpose and consistent with the relevant **strategies of the organisation** and its ethical practice.
	1.7 Ensure that the procedures comply with all legal requirements, codes of practice and **organisational policies,** including equality and diversity.
	1.8 Communicate plans for the procedures across the organisation.
	1.9 Work within the agreed **budget** and timescales.
	1.10 Evaluate the impact and effectiveness of the procedures.

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RANGE STATEMENT

You must cover the items below:

Element 1:   **Design human resources procedures**

A.   **Organisational procedures:**

    (i)   Recruitment and selection

    (ii)   Performance management

    (iii)   Training and development

    (iv)   Compensation and benefits

    (v)   Coaching

    (vi)   Counselling

    (vii)   Industrial relations, i.e. grievance, disciplinary, etc.

    (viii)   Rewards and recognition

    (ix)   Health and safety

    (x)   Staff exit

    (xi)   Terms of reference

    (xii)   Grievance handling

    (xiii)   Conflict resolution

B.   **Strategies of the organisation:**

    (i)   Internal business strategy

    (ii)   External business strategy

    (iii)   Human relations strategy

C.   **Budgets:**

    (i)   Human resources department budget

    (ii)   Organisation's budget

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UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1.   How to identify and assess the trends, influences and pressures which may require changes to procedures.

2.   How to assess the risks of introducing changes into the organisation.

3.   How to establish the key factors which influence the design of the procedures.

4.   How to identify and evaluate alternate procedures.

5.   How to maintain a clear link between procedures and the organisation's goals and objectives and ethical practice.

6.   How to identify the costs and benefits of developing new procedures.

7.   How to establish an agreed budget and timescale.

8.   How to identify those aspects of the procedures likely to be met with opposition, and overcome such opposition.

9.   How to identify and assess the main external trends, influences and pressures which may lead to change in the organisation.

10.   How to identify and apply legislation which influences procedures.

11.   How to identify information from external sources that is required to benchmark responses to changing procedures.

12.   How to identify and make use of developments in e-systems and other technological developments when planning and developing procedures.

13.   How to identify and involve key stakeholders.

14.   How to summarise and present information and proposals to decision-makers.

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EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Assessment should involve evaluation of your work products and observation of work processes.

A.   You must provide performance evidence demonstrating how you:

(i)   Designed procedures which are fit for purpose and consistent with the relevant strategies.
(ii)   Ensured that the procedures comply with all legal requirements, codes of practice and organizational policy including equality and diversity.
(iii) Communicated plans for the procedures across the organization.

All procedures must meet all legal requirements, codes of practice and organisational policy.

(2)   Methods of Assessment

A.   Evaluation by your assessor of your work products and observation of you:

(i)   Designing procedures that are fit for purpose.
(ii)   Selecting methods for evaluation procedures.
(iii) Ensuring that the procedures comply with all legal requirements, codes of practice and organisational policy.

B.   Supplementary evidence may include:

(i)   Answers to written or oral questions from your assessor.
(ii)   Witness testimonies.

(3)   Context of Assessment

Simulation **is** acceptable for evaluating human resources procedures and operations if performance evidence is unavailable.

Where it is not possible to gain evidence of dealing with all the activities, questioning and or simulations may be used to gain evidence of your competence in this area. Simulations must reflect the real work environment.

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U40703:   **Monitor and evaluate the delivery of human resources services to customers**

Unit Descriptor:

> This unit describes the competence required to monitor and evaluate the delivery of human resources services to customers. When you have completed this unit you will have proven that you can effectively monitor and evaluate the delivery of human resources services to customers.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Monitor the delivery of human resources services to customers	1.1 Maintain standards of service delivery.
	1.2 Use existing structures and processes whenever possible to ensure further improvement in human resources services.
	1.3 Ensure accurate and complete records of the implementation process are maintained.
	1.4 Ensure human resources services comply with all **legal requirements**, codes of practice and organisational policy.
2. Evaluate the delivery of human resources services to customers	2.1 Identify the human resources information required and appropriate ways of gathering it.
	2.2 Monitor the collection and collation of information about the effectiveness of human resources processes.
	2.3 Make all relevant information available on customer satisfaction levels with human resources services.
	2.4 Conduct objective and thorough analyses of cost information.

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2.5   Evaluate the data against the organisation's **business objectives**, **budgets** and targets.

2.6   Make sure that both human resources and non-human resources stakeholders contribute to the evaluation.

2.7   Present **information** to customers in a form that enables them to reach decisions about the cost-effectiveness and value of human resources services.

2.8   Make recommendations on changes to human resources which enhance the quality of the organisation's service.

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RANGE STATEMENT

You must cover the items below:

Element 1:   **Monitoring the delivery of human resources services to customers**

Element 2:   **Evaluating the delivery of human resources services to customers**

A.   **Legal requirements:**
- (i)   Human resources
- (ii)   Financial
- (iii)   Business
- (iv)   Data protection

B.   **Information:**
- (i)   Qualitative information
- (ii)   Quantitative information

C.   **Business objectives:**
- (i)   Human resources
- (ii)   Financial
- (iii)   Strategic

D.   **Budget:**
- (i)   Human resources department budgets
- (ii)   Organisational budgets

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UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

Nature and role of delivery of human resources services

1.   How to develop resourcing plans for human resources services.

2.   How to implement professionally accepted best practice in areas of human resources services.

3.   How to apply best practice in survey methodology in assessing issues such as retention rates, gap analysis and budget to cost.

4.   How to calculate the relevant budgets for human resources services.

5.   How to establish the reasons for setting budgets and the principles on which services are costed.

6.   How to use internal benchmarks to measure cost-effectiveness and benefit.

7.   How to quantify the costs and benefits of providing services in other ways.

8.   How to operate within available resources and budgets.

Principles and concepts

9.   How to quantify the costs and benefits to the organisation.

10.   How to assess the quality of current organisational information which could be used as indicators of the benefits of support services.

11.   How to identify ethical issues where there may be conflicts of interest or dilemmas, including resolution where appropriate.

12.   How to identify and use the correct detailed information upon which to base operational requirements, including people, time, office space and locations, equipment and other resources, training needs, redeployment and employee exit plans and the development or purchase of new systems.

13.   How to apply appropriate qualitative and quantitative data collection and analysis techniques.

14.   How to recognise and work within the limitations of the data.

15.   How to summarise and compare data and draw relevant conclusions.

16.   How to quantify the costs and benefits of providing services in other ways.

17.   How to separate targeted costs from other costs.

18.   How to identify and apply the implications of the main aspects of employment law and codes of practice.

19.   Which types of external benchmarks to use to measure cost-effectiveness and benefits.

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EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Assessment should involve evaluation of your work products and observation of work processes.

A.   You are expected to provide performance evidence demonstrating how you have:

(i)   Monitored the delivery of human resources services to customers in the work place.
(i)   Designed human resources systems and procedures to meet customer requirements.
(iii)   Maintained accurate and complete records of the implementation process.
(iv)   Identified the human resources information required and appropriate ways of gathering it.
(v)   Made available all information on customer satisfaction levels with human resources services.

(2)   Methods of Assessment

A.   Evaluation by your assessor of your work products and observation of you in the workplace:

(i)   Applying appropriate qualitative and/or quantitative data collection and analysis techniques.
(ii)   Designing human resources systems and procedures to meet customer requirements.
(iii)   Making all relevant information available on customer satisfaction levels with human resources services.
(iv)   Presenting information to customers in a form that enables them to reach decisions about the cost effectiveness and value of human resources services.

B.   Supplementary evidence may include:

(i)   Answers to written or oral questions from your assessor.
(ii)   Witness testimonies.

(3)   Context of Assessment

Simulation **is** acceptable for evaluating human resources procedures and operations if performance evidence is unavailable.

Where it is not possible to gain evidence of dealing with all the activities, questioning and/or simulations may be used to gather evidence of your competence in this area. Simulations must reflect the requirements of the real working environment.

U40803   **Maintain human resources information systems**

Unit Descriptor:

> This unit describes the competence required to maintain employee and stakeholder communication systems. When you have completed this unit, you will have proven that you can maintain human resources information systems

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Maintain employee and stakeholder communication systems	1.1 Advise and support all end-users of the human resources information systems.
	1.2 Make sure that the required information is collected, stored and reported on, using appropriate formats and agreed procedures.
	1.3 Monitor the security of human resources information gathered and how it is used.
	1.4 Contribute to internal consultative **communication processes.**
	1.5 Assist line managers in the procedures of gathering and dissemination of required information**.**
	1.6 Provide guidance to line managers in the gathering and dissemination of the required information.
	1.7 Monitor compliance with **legal requirements** for communication and information processes.
	1.8 Communicate sufficient and clear information to make sure collective understanding of the internal communication process.

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RANGE STATEMENT

You must cover the items below:

Element 1:   Maintain employee and stakeholder communication systems

A.   Communication processes:

(i)   Appropriate methods of communication

(ii)   Protocol requirements

B.   Legal requirements:

(i)   Human resources

(ii)   Financial

(iii)   Business

(iv)   Data protection

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

Nature and role of communication processes

1.   How to identify ethical issues where there may be conflicts of interest or dilemmas, including resolution where appropriate.

2.   How to acknowledge and take account of individual needs, expectations and aspirations in relation to communication and information.

3.   How to establish the quantifiable impact on organisational performance of poor communication and information processes.

4.   How to calculate the costs and benefits of providing effective communication and information services.

5.   How to manage others who provide these services.

Principles and concepts

6.   How to establish good communication and information sharing practice within a range of organisational contexts.

7.   How to recognise communication that is coded and decoded by individuals and groups, and how this impacts on communication systems.

8.   How to apply the fundamental principles of information management within own organisation.

External factors affecting communication processes

9.   How to identify and apply legislation which controls the gathering and use of information, including how it is collected, stored and reported on.

10.   How to identify and apply appropriate industry standards of best practice and codes of practice in relation to information and communication processes.

11.   How to obtain and use external information to benchmark or otherwise contrast communication and information processes.

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EVIDENCE GUIDE

For assessment purposes:

(1)   **Critical Aspects of Evidence**

Assessment should involve evaluation of your work products and observation of work processes.

    A.   You must provide performance evidence demonstrating how you:

        (i)   Ensured that the required information was collected, stored and reported on, using appropriate formats and agreed procedures.

        (ii)   Developed systems which monitored compliance with legal requirements for communication and information processes.

(2)   **Methods of Assessment**

    A.   Observation by your assessor of you in the workplace:

        (i)   Assisting line managers in gathering and disseminating information e.g. questionnaires, information sheets.

        (ii)   Communicating sufficient and clear information to make sure collective understanding of the internal communication processes.

    B.   Supplementary evidence may include:

        (i)   Answers to written or oral questions from your assessor.

        (ii)   Witness testimonies.

(3)   **Context of Assessment**

Simulation **is** acceptable for maintaining of employee and stakeholder communication systems, if performance evaluation is **not** available.

Where it is not possible to gain evidence of dealing with all the activities, questioning and/or simulations may be used to gather evidence of your competence in this area. Simulations must reflect the requirements of real working environment.

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U40903   **Support and assist others in carrying out human resources services**

Unit Descriptor:

> This describes the competence required to support and assist others in carrying out human resources services. When you have completed this unit, you will have proven that you can support and assist others in carrying out human resources services.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Assist others in carrying out human resources services	1.1 Consult with those involved in the process to identify their needs.
	1.2 Identify the assistance others will require to conduct human resources functions.
	1.3 Monitor human resources systems to ensure compliance with all **legal requirements.**
	1.4 Make sure that activities are integrated into the overall human resources structure and information systems.
	1.5 Promote the benefits of **human resources services** and explain how they will improve on current practices.
	1.6 Ensure effective monitoring of evaluation systems for delegated human resources services.
2. Support others in carrying out human resources services	2.1 Provide sufficient and clear information to those who will deliver the delegated human resources services.
	2.2 Identify the development needs of individuals who will deliver the system, and work with colleagues to make sure they are adequately prepared.

2.3	Ensure understanding and commitment on the part of line managers and others to the specific human resources processes for which they are responsible.
2.4	Explain the detailed procedures and systems required of each human resources function to others.
2.5	Facilitate regular feedback and review with colleagues.

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RANGE STATEMENT

You must cover the items below:

Element 1:   **Assist others in carrying out human resources services**

Element 2:   **Support others in carrying out human resources services**

A.   Legal requirements:
   (i)   Human resources
   (ii)   Financial
   (iii)   Business
   (iv)   Data protection

B.   Human resources services:
   (i)   Recruitment and selection
   (ii)   Rewards and recognition
   (iii)   Training and development
   (iv)   Employee assistance

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UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

Nature and role of human resources functions and developed delivery within the organisation

1.   How to establish the strategic link between central and delegated human resources provision and organizational aims and objectives.

2.   How to identify the current situation and potential future needs of the organisation for delegated human resources services.

3.   How to identify ethical issues where there may be conflicts of interest or dilemmas, including resolution where appropriate.

4.   How to identify which aspects of human resources provision could be most effectively carried out by others.

5.   How to assess the differing human resources service needs of individuals and groups.

6.   How to balance organizational pressures and legal requirements.

7.   How to identify and evaluate the practical implications of organisational policy, external codes of practice and legal requirements.

8.   How to apply the terms of employment contracts as determined by organisational policy and collective agreements, as well as employment law.

9.   How to make sure that delegated services meet existing needs and can respond to emerging legal and regulatory requirements.

10.   How to promote and maintain the proposed delegated human resources services.

11.   How to identify and manage the impact of the new delivery of human resources services on day-to-day activity.

12.   How to identify the support required by others in the performance of delegated human resources services.

Principles and concepts

13.   How to identify and evaluate new development and best practice in human resources services.

14.   How to apply cost/benefit analysis to varying models of delegated human resources provision.

15.   How to measure the effectiveness of current delivery of human resources services against acceptable benchmarks.

16.   How to monitor and report on human resources procedures effectively.

17.   How to gain support for the delegated human resources services.

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18.   How to tailor communication methods to gain the support of stakeholders.

19.   How to monitor and report on human resources procedures effectively.

20.   How to gain support for the delegated human resources services.

21.   How to tailor communication methods to gain the support of stakeholders.

External factors influencing delegated delivery of human resources services

22.   How to identify and respond to changes in the external environment.

23.   How to identify and apply legislation which influences delegation of human resources services.

24.   How to obtain and use external information to benchmark or otherwise contrast delegation of human resources services.

25.   How to identify and make use of developments in e-systems and other technological developments when planning the delivery of human resources services.

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EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Assessment should involve evaluation of your work products and observation of work processes.

A.   You must provide performance evidence demonstrating how you:

(i)   Enabled others in carrying out human resources services.
(ii)   Devised effective monitoring and evaluation systems for human resources services.

Process and procedures and all other activities must meet the requirements of the law and relevant codes of practice.

(2)   Methods of Assessment

A.   Evaluation by your assessor of your work products and observation of you in the workplace:

(i)   Providing sufficient and clear information to those who will deliver the human resources services.
(ii)   Explaining the detailed procedures and systems required of each human resources function to others.

B.   Supplementary evidence may include:

(i)   Answers to written or oral questions by your assessor.
(ii)   Witness testimonies.

C.   Review of work products including (but not limited to):

(i)   Documentary evidence showing how you supported and assisted others in carrying out human resources services.

(3)   Context of Assessment

Simulation **is** acceptable for enabling and supporting others in **carrying** out human resources services if performance evidence is unavailable.

Where it is not possible to gain evidence of dealing with all the activities, questioning and/or simulations may be used to gather evidence of your competence in this area. Simulations must reflect the requirements of real working environment.

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U41003	**Review the learning and development needs of the organization**

Unit Descriptor:	This unit describes the competence required for a person to review the learning and development needs of the organisation. When you have completed this unit you will have proven that you can assist the organisation in identifying its learning and development needs.

ELEMENT	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following:
1. Review how capable the whole organization is at meeting its development needs	1.1 Identify the organisation's **expectations of learning and development.**
	1.2 Identify how learning and development contributes to the organisation's objectives and confirm this with key stakeholders.
	1.3 Identify the abilities and competencies the organisation needs to meet its objectives.
	1.4 Collect information on existing levels of skills, knowledge and experience of individuals.
	1.5 Identify the available resources and structures to meet the needs of the organisation.
	1.6 Match the abilities of individuals with the needs of the organisation.
	1.7 Identify priority areas for learning and development across the organisation.

2.   Develop a learning and development programme for the organization

2.1   Identify development opportunities for individuals which will improve the organisation.

2.2   Identify how skills and competencies can be shared and transferred between individuals in the organisation.

2.3   Identify appropriate **learning and development** opportunities inside and outside the organisation.

2.4   Consider different ways of structuring and delivering learning and development, including technology-based delivery and support.

2.5   Identify effective management systems to review and monitor learning programmes.

2.6   Develop learning and development programmes for individuals and groups within the organisation that recognise the needs of the people involved.

2.7   Set out how you will put the programmes into practice and the outcomes you need to achieve.

2.8   Identify the resources you need to put the programmes into practice and how you will get those resources.

2.9   Identify the roles and responsibilities of the people delivering the programme.

2.10   Obtain commitment from persons who will put the programme into practice.

RANGE STATEMENT

You must cover the items below:

Element 1:   **Review how capable the whole organisation is at meeting its development needs**

Element 2:   **Develop a learning and development programme for the organisation**

A.   **Expectations of learning and development**

      (i)   Organisational competence

      (ii)   Individual competence

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UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

The nature and role of learning and development within the organisation

1. How to identify the features of and necessary conditions for an organisation that continuously learns and develops.

2. How to identify and respond to the internal factors that drive learning needs.

3. How to recognise issues of equality, equity, diversity and access which influence the planning of learning and development.

4. How to identify a range of possible training and development outcomes that support the organisation's strategy.

5. How to identify the things that might affect how training is delivered and how to draw up plans to deal with these.

6. How to identify the main people in the organisation who can bring about change and how to influence them.

7. How to anticipate the responses and objections to training and development aims you are likely to get and how to deal with these.

Principles and concepts

8. How to evaluate different ways of delivering learning and development - and their relevance to the needs of the organisation and individuals.

9. How to identify and evaluate changes and developments in technology and e-learning and their relevance to how the organisation delivers learning and development.

10. How to identify available learning opportunities and how to use resources to access them.

11. How to access sources of information to help forecast trends and developments in learning and development.

12. How to choose appropriate quality control and quality assurance systems when delivering training and take account of current national debates on quality improvement.

External factors influencing human resources development

13. How to identify the external influences on delivering learning and development policies, including economic, social and political.

14. How to analyse and use developments in learning and new ways of delivery.

15. How to identify and use developments in e-learning and other technological developments when planning learning.

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EVIDENCE GUIDE

For assessment purposes:

(1) **Critical Aspects of Evidence**

Assessment should involve evaluation of your work products and observation of work processes.

    A.   You must provide performance evidence demonstrating how you:

        (i)   Identified the organisation's expectations of learning and development.
        (ii)   Collected information on existing levels.
        (iii)   Developed a learning and development programme for the organisation.
        (iv)   Used different ways of structuring and delivering, learning and development including technology based delivery and support.
        (v)   Identified effective management systems to review and monitor learning programmes.
        (vi)   Identified the resources you need to put the programmes into practice and how you will get those resources.

(2)   **Methods of Assessment**

    A.   Evaluation by your assessor of your work products and observation of you in the workplace:

        (i)   Using different ways of structuring and delivering learning and development, including technology based delivery and support, e.g. programme delivery methods and evaluation reports.
        (ii)   Identifying the resources you need to put the programmes into practice and how you will get those resources, e.g. materials and budgets.

    B.   Review of work products including (but not limited to):

        (i)   Documentary evidence showing how you assisted in identifying the learning and development needs of the organisation.

    C.   Supplementary evidence may include:

        (i)   Answers to written or oral questions by your assessor.
        (ii)   Personal statements.
        (iii)   Witness testimonies.

(3)   **Context of Assessment**

Simulation **is** acceptable for identifying the learning and development procedures and operation needs of the organisation if performance evidence is unavailable.

Where it is not possible to gain evidence of dealing with all the activities, questioning and/or simulations may be used to gather evidence in your competence in this area. Simulations may reflect the requirements of the real working environment.

U41103	**Administer the delivery of learning and development procedures**

Unit Descriptor:	This unit describes the competence required for administering the delivery of learning and development needs. When you have completed the unit you will have proven that you can operate learning and development processes, administer training courses and development activities and also produce basic support materials for presentations and development activities.

ELEMENTS	**PERFORMANCE CRITERIA**
	To be competent you must achieve the following
1. Operate learning and development processes	1.1 Ensure that organisational policies and procedures in relation to learning and development are correctly distributed.
	1.2 Maintain information on learning programmes, their requirements and methods of delivery.
	1.3 Ensure that all learning and development records are complete, accurate and up to date.
	1.4 Maintain information on learning providers and their costs.
	1.5 Ensure that the information is obtained and provided in compliance with legal requirements, codes of practice and organisational policy.
	1.6 Ensure that learning and development information is relevant, complete, accurate and up to date.
	1.7 Maintain accurate and complete records of development information.
	1.8 Ensure that learning and development information databases are compatible with other HR databases.

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2.	Administer training courses and development activities	2.1	Ensure that booking arrangements for accommodation, venues and equipment are accurate, complete, up to date and within the specified budget.
		2.2	Maintain complete, accurate up-to-date records of participants and course leaders.
		2.3	Ensure that all participant documentation is assembled and completed to schedule, and communications with participants provide all the necessary information and are within required timescales.
		2.4	Identify all changes to plan promptly and inform all relevant parties.
		2.5	Provide course and activity leaders with courteous, efficient and effective support.
		2.6	Ensure that all invoices for the supply of goods and services are dealt with promptly.
		2.7	Ensure that course and activity **materials** are maintained and produced on time.
		2.8	Ensure that course and activity documentation is completed and filed as required and course and activity records are accurate, complete and up-to-date.
3.	Produce basic support materials for presentations and development activities	3.1	Produce **materials** within specified budget and timescale.
		3.2	Ensure that the **materials** meet the specification.
		3.3	Advise customers of any problems and agree changes.

3.4   Choose the most cost-effective methods of production.

3.5   Maintain a consistent style for **materials** where relevant.

3.6   Maintain complete and accurate records of **materials** produced.

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RANGE STATEMENT

You must cover the items below:

Element 1:   **Administer training courses and development activities**

Element 2:   **Produce basic support materials for presentations and development activities**

A.   **Materials:**

     (i)   Handouts

     (ii)   Background reading documentation

     (iii)   Exercises

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

Nature and role of learning and development

1.   How to identify the range of course and development activities, to whom they apply and entry qualifications required.

2.   How to identify appropriate course and activity leaders.

3.   How to identify a range of suppliers of venues, hotels and equipment and how to book them.

4.   How to identify course participants.

5.   How to follow the administrative procedures for each course and activity.

6.   How to follow-up late information and suppliers.

Principles and concepts

7.   How to select an acceptable format for the provision of information.

8.   How to ensure the confidentiality of information.

9.   How to identify ethical issues where there may be conflicts of interest or dilemmas, including resolution where appropriate.

10. How to select and use information collection techniques.

11. How to ensure the integrity of information and the consequences of errors and lapses in security.

12. How to identify the range of learning and development processes and activities for which this data is available.

13. How to work within the specified timescale and budget for this information.

14. How to request and provide information in a sensitive manner.

15. How to make effective use of a range of learning and development materials.

16. How to establish and follow contractual arrangements for key suppliers of services.

17. How to produce appropriate aids and materials.

18. How to present development material and when to use each.

19. How to ensure good quality design and presentation in course material.

20. How to identify the advantages and disadvantages of different types of visual aid and when to use them.

External factors influencing learning and development

21.   How to identify and apply the legislation which influences the learning and development process.

22.   How to implement procedures for ensuring compliance with organisational policy and legal requirements.

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EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Assessment should involve evaluation of your work products and observation of work processes.

A.   You must provide performance evidence demonstrating how you:

(i)   Ensured that all learning and development records are complete, accurate and up to date.
(ii)   Confirmed that learning and development information databases are compatible with other human resources databases.
(iii)   Ensured that all participants' documentation is assembled and completed as scheduled.
(iv)   Produced materials within specified budgets and time scales.

(2)   Methods of Assessment

A.   Evaluation by assessor of your work products and observation of you in the workplace:

(i)   Maintaining information on learning programmes, their requirements and methods of delivery, e.g. evaluation reports, training records and training plan.
(ii)   Maintaining accurate and complete records of development information e.g. training plan.
(iii)   Providing basic support materials for presentation and development activities.

B.   Review of work products including (but not limited to):

(i)   Documentary evidence showing how you administered the delivery of learning and development procedures.

C.   Supplementary evidence may include:

(ii)   Answers to written or oral questions from your assessor.
(iii)   Witness testimonies.
(iv)   Personal statement.

(3)   Context of Assessment

Simulation **is** acceptable for administering the delivery of learning and development procedures if performance evidence is unavailable.

Where it is not possible to gain evidence of dealing with all the activities, questioning and/or simulations may be used to gather evidence of your competence in this area. Simulations may reflect the requirements of the real working environment.

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U41203   **Administer the delivery of performance management procedures**

Unit Descriptor:

This unit describes the competence required for administering delivery of performance management procedures. When you have completed this unit you will have proven that you can administer performance management procedures.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Operate performance management processes	1.1 Ensure the availability and accuracy of organisational policies and procedures in relation to **performance management processes.**
	1.2 Provide information on the organisation's performance and review procedures.
	1.3 Collect management information relating to skills and competencies.
	1.4 Maintain accurate, complete and up-to-date records of the outcomes of performance reviews and learning and development action plans.
	1.5 Ensure the requirements for confidentiality are met at all times.
	1.6 Pass requests for information to the appropriate person where the request falls outside your authority or understanding.
	1.7 Collect information on jobs and job descriptions which enable others to evaluate their effectiveness in relation to performance review and capability issues.

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2. Provide information to evaluate the effectiveness of the performance management process	2.1 Provide complete, accurate and up-to-date information to senior management for the evaluation of key aspects of the **performance management process.**
	2.2 Explain the reasons for gathering information on performance management processes and provide assurances on confidentiality.
	2.3 Maintain records of the evaluation of the **performance management process**.
	2.4 Gather and provide information on the extent of compliance with organisational policy, procedures and legal requirements.
	2.5 Provide only authorised information.

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RANGE STATEMENT

You must cover the items below:

Element 1:   **Operate performance management processes**

Element 2:   **Provide information to evaluate the effectiveness of the performance management process**

A.   **Performance management processes:**

  (i)   Performance review

  (ii)   Assessment of skills and competencies

  (iii)   Career planning

  (iv)   Performance indicators/metric

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UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

Nature and role of performance management

1. How to identify the relevant features of the organisation's performance management process.

2. How to determine performance management processes.

3. How to obtain information in a sensitive manner which recognises individual circumstances and concerns.

4. How to identify the organisation's compliance policies and procedures.

5. How to identify the types of current organisational information collected about compliance and the formats in which they are held.

Principles and concepts

6. How to identify and make use of available information.

7. How to identify and use appropriate sources of information.

8. How to identify ethical issues where there may be conflicts of interest or dilemmas, including resolution where appropriate.

9. How to ensure the confidentiality of information.

10. How to present information in acceptable formats.

11. How to apply the organisation's policy on access to information.

12. How to apply organisational procedures for storing, manipulation and updating reward information.

13. How to back up data and the consequences or failure in doing so.

14. How to maintain the security of data storage and the consequences of lapses.

External factors influencing performance management procedure

15. How to identify and apply the legislation which influences the performance management process.

16. How to implement procedures for ensuring compliance with organisational policy and legal requirements.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Assessment should involve evaluation of your work products and observation of work processes.

A.   You must provide performance evidence demonstrating how you:

(i)   Ensured the availability and accuracy of organisational policies and procedures in relation to performance management processes.
(ii)   Maintained accurate, complete and up-to-date records of the outcomes of performance reviews and learning and development action plans.
(iii)   Provided complete, accurate and up-to-date information for the evaluation of key aspects of the performance management process, including performance review, conduct and capability and career planning.

(2)   Methods of Assessment

A.   Evaluation by your assessor of your work products and observation of you in the workplace:

(i)   Maintaining accurate, complete and up-to-date records of the outcomes of performance reviews, learning and development plans and performance management processes.
(ii)   Gathering and providing information on the extent of compliance with organisational policy, procedures and legal requirements, e.g. reports prepared.

B.   Supplementary evidence may include:

(i)   Answers to written or oral questions from your assessor.
(ii)   Witness testimonies.
(iii)   Personal statement.

C.   Review of work products including (but not limited to):

(i)   Documentary evidence showing how you administered the delivery of performance management procedures.

(3)   Context of Assessment

Simulation **is** acceptable for administering the delivery of performance management procedures if performance evidence is unavailable.

Where it is not possible to gain evidence of dealing with all the activities, questioning and/or simulations may be used to gather evidence of your work competence in this area. Simulations must reflect the requirements of the real working environment.

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U41303   Provide employee assistance

Unit Descriptor:	This unit is about administering employee support procedures. When you have completed this unit you will have proven that you can operate employee support processes, e.g. Counselling.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Administer employee support procedures	1.1 Make sure that all employees are aware of the full range of **employee assistance** available to them.
	1.2 Assist line managers in identifying specific employee support measures which they can access.
	1.3 Identify sources of advice, guidance and support and the most effective method of making them available to employees.
	1.4 Make sure that sources of advice, guidance and support are available to employees.
	1.5 Identify and provide assistance to employees in meeting obligations outside work.
	1.6 Set up systems which monitor the effectiveness of each support service and its use by employees.
	1.7 Ensure the requirements for confidentiality are met at all times.
	1.8 Ensure that all support services meet legal and regulatory requirements.

RANGE STATEMENT

You must cover the items below:

Element 1:   Administer employee support process

A.   Employee assistance:

   (i)   Counselling and guidance
   (ii)   Emergency assistance

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UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

Nature and role of employee relations and support processes

1. How to identify ways of developing new employee support processes.

2. How to establish the links between employee support processes and the growth of the organisation.

3. How to acknowledge and take account of individual needs, expectations and aspirations in relation to employee support and welfare.

4. How to establish the quantifiable impact on organisational performance of poor employee support processes.

5. How to calculate the costs and benefits of providing effective employee support services.

6. How to assist others to provide access to these services.

7. How to identify and respond to the terms of employment and contracts as determined by:
   - organisational policy and collective agreements
   - employment law

8. How to identify the impact of the organisation's goals and objectives on employee support processes.

Principles and concepts

9. How to recognise what constitutes good employee support practice within a range of organisational context.

10. How to identify ethical issues where there may be conflicts of interest or dilemmas requiring audit and evaluation.

External factors affecting employee relations

11. How to identify and apply the legislation which applies to the provision of employee support processes.

12. How to identify and apply appropriate industry standards of best practice and codes of practice in relation to employee support processes.

13. How to access external sources of advice and guidance and counselling expertise.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Assessment should involve evaluation of your work products and observation of work processes.

A.   You must provide performance evidence demonstrating how you:

(i)   Ensured that all employees are aware of the full range of employee support services available to them.
(ii)   Ensured that policies, procedures, operations and all other activities meet the requirements of the law and relevant codes of practice.

(2)   Methods of Assessment

A.   Evaluation by your assessor of your work products and observation of you in the workplace:

(i)   Assisting line managers in identifying specific employee support measures which they can access, e.g. support packages.
(ii)   Ensuring that all employees are aware of the full range of employee support services available to them, e.g. help desk and employee manuals.

B.   Supplementary evidence may include:

(i)   Answers to written or oral questions from your assessor.
(ii)   Witness testimonies.
(iii)   Personal statement.

(3)   Context of Assessment

Simulation **is** acceptable for operating employee support procedures if performance evidence is unavailable.

Where it is not possible to gain evidence of dealing with all the activities, questioning and/or simulations and witness testimonies may be used to gather evidence of your competence in this area. Simulations must reflect the requirements of the real working environment.

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U41403   **Assist others in the delivery of performance management processes**

Unit Descriptor:

> This describes the competence required for assisting others in the delivery of performance management processes. When you have completed this unit you will have proven that you can support others in the delivery of performance management processes.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Assist others in the delivery of performance management processes	1.1 Identify the development and support needs of line managers in delivering **performance management processes**.
	1.2 Assist line managers in developing the necessary skills of reviewing individual and team performance.
	1.3 Assist line managers in developing feedback and review skills.
	1.4 Advise on the processes to be used in the management of conduct and capability, including absence management.
	1.5 Support managers in developing the skills which enable them to identify development opportunities for individuals and/or teams.
	1.6 Support line managers in the effective management of conduct and capability issues.

RANGE STATEMENT

You must cover the items below:

Element 1:   Assist others in the delivery of performance management processes

A.   Performance management processes:

   (i)   Performance reviews

   (ii)   Assessment of skills and competence

   (iii)   Career planning

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UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

Nature and role of performance management within the organisation

1. How to identify the impact of the organisation's goals and objectives on performance management processes.

2. How to identify senior managers' expectations of the performance management process.

3. How to identify and evaluate the range of possible approaches to performance management.

4. How to establish what constitutes good performance within a range of organisational contexts.

5. How to make sure the important aspects of success are measurable.

6. How to obtain qualitative and quantitative data on performance management.

7. How to overcome the difficulties in measuring the effectiveness of the performance management process.

8. How to implement performance planning and review processes.

9. How to recognise the importance of personal sensitivity in operating performance management processes.

10. How to maintain performance management processes.

11. How to establish links between career management and reward.

Principles and concepts

12. How to identify ethical issues where there may be conflicts of interest or dilemmas, including resolution where appropriate.

13. How to summarise and compare data and draw relevant conclusions.

External factors influencing performance management

14. How to identify and apply the legislation which influences performance management processes.

15. How to identify and apply appropriate industry standards of best practice or codes of practice in relation to performance development processes.

EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Assessment should involve evaluation of your work products and observation of work processes.

A.   You must provide performance evidence demonstrating how you:

(i)   Identified the development and support needs of line managers delivering performance management processes.

(ii)   Supported managers in developing the skills which enable them to identify development opportunities for individual or teams.

(2)   Methods of Assessment

A.   Evaluation by your assessor of your work products and observation of you in the workplace:

(i)   Advising on the processes to be used in the performance management.

(ii)   Supporting line managers in the effective handling of performance management processes.

B.   Supplementary evidence may include:

(i)   Answers to written or oral questions from your assessor.

(ii)   Witness testimonies.

(iii)   Personal statement.

(3)   Context of Assessment

Simulation **is** acceptable for supporting others in the delivery of performance management processes if performance evidence is unavailable.

Where it is not possible to gain evidence of dealing with all the activities, questioning and/or simulations may be used to gather evidence of your work competence in this area. Simulations must reflect the requirements of the real working environment.

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U41503   **Administer rewards and benefits procedures**

Unit Descriptor:

> This unit is about the administering of rewards and benefits procedures. When you have completed this unit you will have proven that you can administer rewards and benefits procedures.

ELEMENT	PERFORMANCE CRITERIA

To be competent you must achieve the following:

1. Prepare to administer rewards and benefits procedures

1.1 Establish current reward and benefit practices in the external market place.

1.2 Implement integrated **reward packages** which recognise achievement in relation to organisational performance.

1.3 Recommend levels of reward which take into account market rates and the value of distinct roles, jobs, and the significance of individuals' contributions to the organization.

1.4 Advise on the link between reward and benefit systems to performance management where appropriate.

1.5 Administer a pay structure which reflects different work activities and job roles.

1.6 Advise on the appropriateness of flexible **benefits packages** to the organisation.

1.7 Make sure that levels of reward are established in a way that complies with legal requirements in relation to equal value.

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	1.8 Ensure that correct payments and deductions are made within agreed timescale.
	1.9 Monitor compliance with organisational policy, codes of practice and legal requirements.
	1.10 Provide information to individuals about their pay and benefits.
	1.11 Provide only authorised information and make sure the requirements for confidentiality are met at all times.
	1.12 Pass requests for information to appropriate persons where the request falls outside your authority or understanding.
	1.13 **Maintain** accurate, complete and up- to-date **records** of payments and deductions.
	1.14 Obtain or provide appropriate authorisation.
	1.15 Handle all queries within your level of authority promptly, courteously and to the satisfaction of all parties, or refer to the appropriate authority.
2. Provide information to evaluate the effectiveness of the reward process	2.1 Provide complete, accurate and up-to-date information for the design and delivery of salary surveys within the specified timescales and budget.
	2.2 Ensure that the information provided is based on an appropriately sized population sample in order to meet the objectives of the survey.

2.3   Explain the reasons for gathering information for salary surveys and provide assurances on confidentiality.

2.4   **Maintain records** of information on rewards.

2.5   Collate information and carry out first-level analysis of reward data as part of the evaluation process.

2.6   Obtain and provide information which helps others establish appropriate levels of reward.

2.7   Ensure that the nature of the reward information and the way it was collected complies with legal requirements, codes of practice and organisational policy.

2.8   Identify promptly any problems or sensitivities and feed them back to senior management as a matter of urgency and priority.

2.9   Provide only authorised information.

RANGE STATEMENT

You must cover the items below:

Element 1:   Prepare to administer rewards and benefits procedures

A.   Reward and benefit packages:

      (i)   Monetary

      (ii)   Non-monetary

Element 2:   Provide information to evaluate the effectiveness of the reward process

A.   Maintain Records:

      (i)   Automated

      (ii)   Manual

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

Nature and role of reward

1.   How to identify the relevant features of the organisation's reward structures.

2.   How to assess the implications of a remuneration decision for the organisation, the individual, and the pay grading structure.

3.   How to analyse and evaluate jobs.

4.   How to determine pay levels.

5.   How to obtain information in a sensitive manner which recognises individual circumstances and concerns.

6.   How to evaluate the cost-effectiveness of various ways of paying people.

7.   How to work within the organisation's pay policies, frameworks and practices.

8.   How to apply the concepts of minimum cost, ideal cost and acceptable cost of a person, and how each cost is calculated.

9.   How to calculate, make and record payment due.

10.   How to apply the correct authorization procedures for making payment and for all changes to payment made.

11.   How to avoid errors in payments and the implications for the individual.

12.   The requirements of confidentiality when giving advice to individuals about their pay.

13.   How to identify the organisation's compliance policies and procedures.

Principles and concepts

14.   How to identify and make use of available information and data.

15.   How to identify ethical issues where there may be conflicts of interest or dilemmas, including resolution where appropriate.

16.   How to ensure the confidentiality of information.

17.   How to present information in acceptable formats.

18.   How to apply the organisation's policy on access to information.

19.   How to apply organisational procedures for storing, manipulation and updating reward information.

20.   How to work within the capabilities of the system and the objectives it is designed to meet.

21.   How to back up data and highlight the consequences of failing to do so.

22.   How to maintain the security of data storage and the consequences of lapses.

23.   How to apply the principles of cost/benefit analysis to rewards and benefits processes.

24.   How to apply appropriate qualitative and quantitative statistical analysis techniques.

25.   How to summarise and compare data and draw relevant conclusions.

External factors influencing reward procedures

26.   How to identify and apply the legislation which influences the reward process.

27.   How to identify and evaluate market trends and developments in relation to levels of reward.

28.   How to identify and apply appropriate industry standards of best practice and codes of practice in relation to reward and payment processes.

29.   How to identify and evaluate the tax implications of the benefits provided from both an organisational and an individual perspective.

EVIDENCE GUIDE

For assessment purposes:

(1)   **Critical Aspects of Evidence**

Assessment should involve evaluation of your work products and observation of work processes.

    A.   You must provide performance evidence demonstrating how you:

        (i)   Implemented a pay structure which reflects different work activities and job roles.
        (ii)   Ensured correct payments and deductions are made within agreed timescales.
        (iii)   Maintained accurate, complete and up-to-date records of payments and deductions.
        (iv)   Identified problems or sensitivities and provided feedback to senior management in a prompt manner.

    All policies and procedures must meet the requirements of the law and relevant codes of practices.

(2)   **Methods of Assessment**

    A.   Evaluation by your assessor of your work products and observation of you in the workplace:

        (i)   Advising on the appropriateness of flexible benefits packages to the organisation.
        (ii)   Providing information to individuals about their pay and benefits.
        (iii)   Making sure correct payments and deductions are made within agreed time scales.

    B.   Supplementary evidence may include:

        (i)   Answers to written or oral questions from your assessor.
        (ii)   Witness testimonies.
        (iii)   Personal statement.

(3)   **Context of Assessment**

Simulation **is** acceptable for operating rewards and benefits procedures if performance evidence is unavailable.

Where it is not possible to gain evidence of dealing with all the activities, questioning and/or simulations may be used to gather evidence of your competence in this area. Simulations **must** reflect the requirements of the real working environment.

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U41603   Administer recruitment procedures

Unit Descriptor: This unit describes the competence required for administering recruitment procedures. When you have completed this unit you will have proven that you can effectively administer recruitment procedures.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Prepare recruitment procedures	1.1 Consult with stakeholders in the recruitment process and obtain their agreement to the job specification.
	1.2 Identify ways of advertising posts which are likely to generate applications from suitable candidates and which will ensure equality.
2. Advertise jobs	2.1 Make sure that advertisements comply with legal requirements, **codes of practice,** equal opportunity directives and organisational policy.
	2.2 Make sure that the advertisement relates clearly to the job specification.
	2.3 Advertise jobs using agreed schedule and costs.
	2.4 Keep records of advertisements placed and responses received.
	2.5 Provide information to applicants to enable them to judge their suitability for the post.
	2.6 Place advertisements in sources likely to generate the right kind of applicant.

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3.	Implement the selection process	3.1	Make sure that the selection process is carried out fairly and objectively against the person specification.
		3.2	Make sure that the selection process complies with all legal requirements, codes of practice and organisational policy, including equality and diversity.
		3.3	Identify and manage problems in successfully completing the selection process and keep other stakeholders informed of actions being taken.
		3.4	Make sure that accurate records of the selection process are maintained which meet all confidentiality requirements.
4.	Appoint people to jobs	4.1	Make sure that letters of appointment are in accordance with agreed items and **conditions of service** and comply with legal requirements, **codes of practice,** ethics and organisational policy.
		4.2	Make sure that appointments are made within the timescale specified by the recruitment programme, subject to any agreed amendments.
		4.3	Inform relevant sections of the organisation about the impending appointment in time to prepare the appointee's induction.
		4.4	Make sure that any special conditions applicable to the appointment are applied.
		4.5	Maintain complete and accurate records of the appointment.
		4.6	Negotiate any specific conditions within your level of authority and within the limits set by organisational policy.

4.7   Make sure that all necessary checks and clearances are carried out in accordance with organisational policy and legal requirements.

4.8   Inform all unsuccessful candidates of the outcome of the selection process in a timely and considerate manner, and provide feedback, if requested.

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RANGE STATEMENT

You must cover the items below:

Element 2:   **Advertise jobs** *(applies to Element 4 also)*

A.   **Codes of practice:**

    (i)   Human resources

    (ii)   Recruitment

    (iii)   Financial

    (iv)   Equal opportunity

Element 4:   **Appoint people to jobs**

B.   **Conditions of service**

    (i)   Recruitment

    (ii)   Job description

    (iii)   Training

    (iv)   Retirement

    (v)   Termination of services

    (vi)   Leave

    (vii)   Disciplinary procedures

    (viii)   Promotion

    (ix)   Communication policy

    (x)   Grievance procedure

    (xi)   Dress code

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UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

The nature and role of the recruitment and selection process

1.   How to apply the organisation's policy and procedures for recruitment.

2.   How to consult with key people on recruitment and selection decisions.

3.   How to identify and use appropriate recruitment sources.

4.   How to negotiate advantageous terms with the chosen advertising medium.

5.   How to make use of consumer profiles in relation to the choice of medium selected.

6.   How to ensure accuracy when advertising.

7.   How to apply shortlist and interview criteria.

Principles and concepts

8.   How to work within own level of authority and organisational policies.

9.   How to identify sources of recruitment and advertising, and their relative costs and advantages.

10.   How to apply equality and diversity criteria when recruiting.

11.   How to identify ethical issues where there may be conflicts of interest or dilemmas, including resolution where appropriate.

12.   How to work within agreed timescales and budgets.

13.   How to draft clearly written advertisements.

14.   How to make sure that advertisements conform to employment.

15.   How to apply selection interview techniques.

16.   How to select the appropriate type of contract.

External factors influencing recruitment and selection procedures

17.   How to identify and apply the legislation which influences the recruitment and selection process.

18.   How to ensure compliance with organisational policy and legal requirements.

19.   How to establish and evaluate demographic and related trends influencing recruitment.

20.   How to establish and evaluate external trends in work patterns and related employment structures.

21.   How to identify appropriate forms of ethical auditing to help clarify and resolve ethical tensions where they may occur.

22.   How to identify and make use of developments in e-systems and other technological developments for recruitment.

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EVIDENCE GUIDE

For assessment purposes:

1. **Critical Aspects of evidence**

    Assessment should involve evaluation of your work products and observation of work processes.

    A. You must provide performance evidence demonstrating how you:

        (i)   Consulted with stakeholders in the recruitment process.
        (ii)   Ensured that the recruitment process was carried out fairly and objectively against the person specifications.
        (iii) Negotiated any specific conditions with your level of authority and within the limits set by the organisation.

2. **Methods of Assessment**

    A. Evaluation by your assessor of your work products and observation of you in the workplace:

        (i)   Making sure that advertisements comply with legal requirements, codes of practice, equal opportunity directives and organizational policy.
        (ii)   Providing information to applicants to enable them to judge their suitability for the post.

    B. Supplementary evidence may include:

        (i)   Answers to written or oral questions by your assessor.
        (ii)   Witness testimonies.
        (iii) Personal statement.

3. **Context of Assessment**

    Simulation **is** acceptable for operating recruitment procedures if performance evidence is unavailable.

    Where it is not possible to gain evidence of dealing with all the activities, questioning and/or simulations may be used to gather evidence of your competence in this area. Simulations may reflect the requirement of the real work environment.

U41703   **Administer employee relations procedures**

Unit Descriptor:

> This unit describes the competence required to administer employee relations processes. When you have completed this unit you will have proven that you can effectively administer employee relations procedures.

ELEMENT	PERFORMANCE CRITERIA
	To be competent you must achieve the following:
1. Administer employee relations processes	1.1 Contribute to the effectiveness of existing representative structures and communication processes.
	1.2 Collate information on **consultations** within the organisation.
	1.3 Contribute to the flow of information across the organisation of key policy statements and detailed procedures.
	1.4 Contribute to and maintain complete records of collective bargaining decisions and agreements which influence **organisational procedures.**
	1.5 Provide members of the organisation with information on the organisation's procedures, including conditions of employment and disciplinary and grievance procedures.
	1.6 Monitor the operation of the organisation's quality assurance procedures.
	1.7 Collect employee relations information, ensuring compliance with organisational policy, codes of practice and ethical and legal requirements.
	1.8 Provide only authorised information and make sure the requirements for confidentiality are met at all times.

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2.	Provide information to evaluate the effectiveness of the employee relations process	2.1	Maintain information on the organisation's representative structures and processes.
		2.2	Collect information and conduct first-level analysis on jobs and their specification which enables others to evaluate their effectiveness.
		2.3	Provide complete, accurate and up-to-date information in support of the employee relations procedures.
		2.4	Explain the reasons for gathering information on employee relations and provide assurances on confidentiality.
		2.5	Gather and provide information on the extent of compliance with organisational policy, procedures and legal requirements.

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RANGE STATEMENT

You must cover the items below:

Element 1:   **Administer employee relations processes**

A.   **Consultations:**

    (i)   Formal

    (ii)   Informal

B.   **Organisational procedures**

    (i)   Conditions of employment

    (ii)   Disciplinary and grievance procedures

    (iii)   Codes of practice

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UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

Nature and role of employee relations

1.   How to identify the relevant features of the organisation's employee relations system.

2.   How to determine employee relations systems.

3.   How to obtain information in a sensitive manner which recognises individual circumstances and concerns.

4.   How to identify the organisation's compliance policies and procedures.

Principles and concepts

5.   How to identify and make use of appropriate sources of information used in employee relations.

6.   How to ensure the confidentiality of information.

7.   How to identify ethical issues where there may be conflicts of interest or dilemmas, including resolution where appropriate.

8.   How to present information in acceptable formats. Apply the organisation's policy on access to information.

9.   How to apply organisational procedures for storing, manipulation and updating information.

10.   How to back up data and highlight the consequences of failing to do so.

11.   How to maintain the security of data storage and the consequence of lapses.

External factors influencing employee relations procedures

12.   How to identify and apply the legislation which influences the employee relations process.

13.   How to implement procedures for ensuring compliance with organisational policy and legal requirements.

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EVIDENCE GUIDE

For assessment purposes:

(1)   Critical Aspects of Evidence

Assessment should involve evaluation of your work products and observation of work processes.

A.   You must provide performance evidence demonstrating how you:

(i)   Monitored the operation of the organisation's quality assurance procedures.
(ii)   Collected employee relations information and ensured compliance with organisational policy, codes of practice and ethical and legal requirements.

All procedures must meet all legal requirements, codes of practice and organisational policy.

(2)   Methods of Assessment

A.   Evaluation by your assessor of your work products and observation of you in the workplace:

(i)   Identifying and using appropriate sources of information used in employee relations, e.g. performance evaluation forms.
(ii)   Contributing to the flow of information across the organisation of key policy statements and detailed procedures, e.g. quarterly reports.
(iii)   Monitoring the operation of the organisation's quality assurance procedures, e.g. management reports.

B.   Review of work products including (but not limited to):

(i)   Answers to written or oral questions by your assessor.
(ii)   Personal statements.
(iii)   Witness testimonies.

(3)   Context of Assessment

Simulation **is** acceptable for evaluating the operation of employee relations procedures if performance evidence is unavailable.

Where it is not possible to gain evidence of dealing with all the activities, questioning and/or simulations may be used to gain evidence of your competence in this area. Simulations must reflect the real work environment.

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Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role determines whether evidence presented by a candidate for assessment within the programme, meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge they can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means: the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Glossary of Terms

Level 1 - Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations:

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The individual is capable of self-directed application, exhibits problem solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations:

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. Requires very substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. Recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

Glossary of Terms

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the individual can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector which the NVQ covers.

NVQ Coordinator

Within each approved Centre offering NVQs, there is a centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures you have all of the evidence about a candidate's performance. It also allows you to clarify situations.

Level 3 — Glossary of Terms

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers "real" people would behave. By using role-play situations to assess a candidate you are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of their work, or where the candidate needs to develop competence, before being judged competently, for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance,** however, can be used where specified to collect evidence about an aspect of the candidate's work which occurs infrequently or is potentially hazardous; for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, you will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in real life.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, and simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is <u>essential</u> for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are three categories of units:

Mandatory units - are core to a qualification and must to be completed.

Level	
3	**Glossary of Terms**

Optional units - candidates must choose the required number of individual units, specified in the qualification structure, to achieve the qualification.

Additional units - are units which the candidate can undertake but are not a requirement to achieve a qualification

Work-based projects

Work-based projects are a useful way for you to collect evidence to support any decision you make about a candidate's performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning observation.

A project often involves the identification of a solution to a specific problem identified by you and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).