

CIPD

*Championing better
work and working lives*

Foundation level Specification Human Resources

Regulated Qualifications Framework (RQF)

January 2018



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Key information

Qualification objective

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

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

Total qualification time

Total Qualification Time (TQT) is the number of hours it is estimated that a candidate will take to complete a qualification from start to finish and includes guided learning hours, self study, preparation and assessment.

Assessment

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

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

Assessment methods may include:

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

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

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

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

Credit transfer, exemptions, and recognition of prior learning

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

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

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

Credit transfer

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

Exemption

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

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

Recognition of prior learning (RPL)

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

Progression opportunities

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

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

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

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

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

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

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

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

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

Rules of combination for CIPD awarded qualifications:

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

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

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

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

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

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

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

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

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

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

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

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

Rules of combination for CIPD approved qualifications:

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

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

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

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

Unit summaries

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

Unit title	Developing Yourself as an Effective Human Resources or Learning and Development Practitioner
Level	4*
Credit value	4
Unit code	4DEP
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On completion of this unit, learners will:

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

Guided learning hours

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

Understanding Organisations and the Role of Human Resources

Unit title	Understanding Organisations and the Role of Human Resources
Level	3*
Credit value	4
Unit code	3HRC
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On completion of this unit, learners will:

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

Guided learning hours

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

Recording, Analysing and Using Human Resources Information

Unit title	Recording, Analysing and Using Human Resources Information
Level	3*
Credit value	2
Unit code	3RAI
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On completion of this unit, learners will:

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

Guided learning hours

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

Resourcing Talent

Unit title	Resourcing Talent
Level	3*
Credit value	6
Unit code	3RTO
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On completion of this unit, learners will:

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

Guided learning hours

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

Supporting Good Practice in Managing Employment Relations

Unit title	Supporting Good Practice in Managing Employment Relations
Level	3*
Credit value	6
Unit code	3MER
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On completion of this unit, learners will:

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

Guided learning hours

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

Supporting Good Practice in Performance and Reward Management

Unit title	Supporting Good Practice in Performance and Reward Management
Level	3*
Credit value	6
Unit code	3PRM
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On completion of this unit, learners will:

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

Guided learning hours

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

Contributing to the Process of Job Analysis

Unit title	Contributing to the Process of Job Analysis
Level	3*
Credit value	3
Unit code	3CJA
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On completion of this unit, learners will:

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

Guided learning hours

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

Supporting Change within Organisations

Unit title	Supporting Change within Organisations
Level	3*
Credit value	3
Unit code	3SCO
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On completion of this unit, learners will:

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

Guided learning hours

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

Identifying Learning and Development Needs

Unit title	Identifying Learning and Development Needs
Level	3*
Credit value	3
Unit code	3LDN
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On successful completion of this unit, learners will:

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

Guided learning hours

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

Designing Learning and Development Activities

Unit title	Designing Learning and Development Activities
Level	3*
Credit value	6
Unit code	3DES
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On successful completion of this unit, learners will:

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

Guided learning hours

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

Delivering Learning and Development Activities

Unit title	Delivering Learning and Development Activities
Level	3*
Credit value	6
Unit code	3DEL
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On successful completion of this unit, learners will:

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

Guided learning hours

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

Evaluating Learning and Development Activities

Unit title	Evaluating Learning and Development Activities
Level	3*
Credit value	3
Unit code	3ELD
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On successful completion of this unit, learners will:

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

Guided learning hours

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

Supporting Individual Learning through Coaching and Mentoring

Unit title	Supporting Individual Learning through Coaching and Mentoring
Level	3*
Credit value	6
Unit code	3LCM
Unit review date	September 2019

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

Purpose and aim of unit

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

This unit is suitable for persons who:

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

Learning outcomes

On successful completion of this unit, learners will:

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

Guided learning hours

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

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