



CIPD COURSES

LEARNERS COURSE INFORMATION BOOKLET



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COURSE SUMMARIES



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CIPD Foundation (Level 3) in Human Resource Practice (Certificate/Diploma)

- **Core Units – (1)** Developing yourself as an effective practitioner; **(2)** Understanding organisations and the role of HR; **(3)** Recording, analysing and using HR information
- **Additional Units – (1)** Resourcing Talent; **(2)** Supporting Good Practice in Performance & Reward Management; **(3)** Delivering Learning and Development Activities; **(4)** Supporting Change in Organisations; **(5)** Supporting good practice in managing the employment relationship.

CIPD Foundation (Level 3) in Learning and Development Practice (Certificate/Diploma)

- **Core Units – (1)** Developing yourself as an effective practitioner; **(2)** Understanding organisations and the role of HR; **(3)** Recording, analysing and using HR information
- **Additional Units – (1)** Resourcing Talent; **(2)** Undertaking a learning needs analysis; **(3)** Delivering Learning and Development Activities; **(4)** Preparing and designing learning and development activities

CIPD (Level 5) Intermediate in Human Resource Management (Certificate/Diploma)

- **Core Units – (1)** Developing professional practice; **(2)** Business issues and the context of HR; **(3)** Using information in HR
- **Additional Units – (1)** Managing and co-ordinating the HR function; **(2)** Resource and talent planning; **(3)** Contemporary developments in human resource development; **(4)** Organisational Design; **(5)** Human resources delivery **(6)** Employee Engagement

CIPD (Level 5) Intermediate in Human Resource Development (Certificate/Diploma)

- **Core Units – (1)** Developing professional practice; **(2)** Business issues and the context of HR; **(3)** Using information in HR
- **Additional Units – (1)** Managing and co-ordinating the HR function; **(2)** Resource and talent planning; **(3)** Contemporary developments in human resource development; **(4)** Organisational Design; **(5)** Organisational Development; **(6)** Developing coaching and mentoring; **(7)** Human Resource Delivery

PART 1: OVERVIEW OF THE CIPD COURSES AND COURSE PROVISION



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1. [Why Human Resource Management \(HRM\) /Learning and Development \(L&D\)?](#)
2. [Why is a Chartered Institute of Personnel and Development \(CIPD\) qualification so desirable?](#)
3. [What CIPD qualifications does Selhurst offer?](#)
4. [What do the levels mean and how do they relate to the Quality Curriculum Framework \(QCF\)?](#)
5. [How do Awards, Certificates and Diplomas fit into this framework?](#)

1. Why Human Resource Management (HRM) /Learning and Development (L&D)?

If you are interested in how organisations attract, retain, develop, utilise, motivate and reward their staff then a career in HR and/or L&D is for you. More and more organisations in recent years have recognised that the key to competitive advantage be it gaining more customers, selling more products/ services or providing a higher level service is largely reliant on the knowledge, skills and behaviours of the staff within the organisation Therefore the management (HR) and development (L&D) of staff has become vital to organisational success

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2. Why is a Chartered Institute of Personnel and Development (CIPD) qualification so desirable?

CIPD's internationally recognised qualifications provide the underpinning knowledge towards CIPD professional membership (Associate, Chartered Member or Chartered Fellow – more on these later). To have any chance of progressing (or sometimes even entering) the HR /L&D profession employers tend to ask you to demonstrate your commitment or progression within the profession by possessing (or working towards) a CIPD qualification.

About the CIPD

'The CIPD is Europe's largest HR development professional body. Its aims is to drive sustained organisation performance through HR, shaping thinking, leading practice and building HR capability and setting the global benchmark for HR excellence within the profession. As an internationally recognised brand with over 135,000 members across 120 countries, we pride ourselves on supporting and developing those responsible for the management and development of people within organisations.

HR is changing; there's been a shift from a focus of supporting line managers to manage their people well, to one of delivering sustainable organisation capability and performance. There's greater specialism and an increasing globalisation of the profession, following an extensive review and an in-depth investigation the CIPD launched the [CIPD HR Profession Map](#) which sets the benchmark for HR excellence both for individual and the HR function, which has an impact on the nature of career paths. Find out more about the [HR profession](#).

The CIPD know what good HR looks like and what HR professionals need to know and do at every stage of their career, whether they're working in the UK or internationally. With over 135,000 individual members the CIPD are in the business of supporting you to keep up to date with the latest thinking and best practise, as well as providing you with the products and services to help you do your job including:

- [professional membership](#)
- access to [My HR Map](#) supporting your professional development
- opportunities to increase your knowledge through [qualifications](#) and [training](#)
- gain insights from peers through [networking and world-class events](#)
- access to wealth of [resources](#), [insights](#), [commentary](#) and [analysis](#)

www.cipd.co.uk (accessed June 2011)

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3. What CIPD qualifications does Selhurst Consulting offer?

CIPD can provide you with lots of in-depth information on their qualifications. Just click on the link: <http://www.cipd.co.uk/qualifications/choose/default.htm>

But in order to make it easier for you (we like doing this), below is a summary of the qualifications.

In a nutshell, we offer qualifications 4 courses at 2 levels:

Foundation (Level 3)

- Award/Certificate/Diploma in Human Resource Practice
- Award/Certificate/Diploma in Learning & Development Practice

Intermediate (Level 5)

- Award/Certificate/Diploma in Human Resource Management
- Award/Certificate/Diploma in Learning & Development

All of these qualifications follow the requirements of the Quality Curriculum Framework (QCF)

Advanced Level 7 courses will be provide from 2012

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4. What do the levels mean and how do they relate to the Quality Curriculum Framework (QCF)?

Arguably, the recognition of UK qualifications is very confusing. There are thousands of qualifications provided by range of awarding bodies. Employers argued that they find it very hard to decipher the value of these qualifications. In order to address these concerns the Quality Curriculum Framework (QCF) was established in order to provide a framework of the value of qualifications across eight different levels:

1. Level 1 – NVQ 1/GSCE's grade D-G (or equivalent)
2. Level 2 – NVQ 2/ Apprenticeship/GSCE's grade A-C/BTEC First Diploma
3. Level 3 – NVQ 3/A Levels/BTEC National/Advanced Apprenticeship/**Foundation CIPD**
4. Level 4 – NVQ 4
5. Level 5 – NVQ 5/ Foundation degree/ HND/ **Intermediate CIPD**
6. Level 6 – BA/Bsc degree
7. Level 7 – MA/Msc/Postgrad cert/**Advanced CIPD ***
8. Level 8 - Doctorate

The above CIPD qualifications will provide you with a clearer idea of the how the qualifications fit within the framework and enable you to determine the value of the qualification in comparison with others.

Advanced Level 7 courses will be provide from 2012*

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5. How do Awards, Certificates and Diplomas fit into this framework?

In addition to the eight levels, the framework also provides the flexibility for learners to pick and choose units that meet their learning needs and aspirations. For example, many courses in the past required an individual to complete a 'full course' in order to gain accreditation. The framework has encouraged professional bodies (such as the CIPD) to provide their courses in units.

By providing courses in units, individuals can gain accreditation for modules they have undertaken. Each module undertaken results in the individual gaining an **Award**. Each unit (Award) has a credit score. Once a number of these units have been completed the individual gains extra points. The acquisition of points will help the individual towards achieving a Certificate or Diploma Level qualification.

The use of units provide for more flexible provision through:

- Enabling learners to pay for individual units at a level that suits their needs
- Enabling learners to gain credit for units completed and if for whatever reason they can't continue the course (e.g. maternity), they have the security of gaining credit/accreditation for modules completed in order to return to the course and thus completing the remaining units.

Still confused?

Let's put this into context with an example.

Ali wishes to enroll for the Foundation (Level 3) in Human Resource Practice. Options include:

- Understanding organisations and the role of HR/L&D (4 credits)
- Developing as an Effective Practitioner (4 credits)
- Recording, analysing and using HR information (2 credits)
- Resourcing Talent (6 credits)
- Supporting good practice in managing the employment relationship (6 credits)
- Supporting Good Practice in Performance & Reward Management (6 credits)

In order to gain an Award Level Ali only needs 3 credits. Ali may decide to undertake only Understanding organisations and the role of HR/L&D and gain accreditation for this.

However, if Ali wishes to gain a certificate, Ali would take all of these units in order to get the required 28 credits. Ali may decide after the certificate course to top up and gain a Diploma. For this Ali need 37 credits. So where does Ali get the additional 9 credits? Well let's have a look at the next section and our course provision to gain further clues.

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PART 2: ABOUT LEVEL 3 FOUNDATION



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Set at level 3 (see [Qualifications and Credit Framework \(QCF\)](#) also above for further clarification), CIPD's Foundation awards certificates and diplomas give you a professionally recognised qualification and the knowledge towards CIPD Associate professional membership.

1. [What does the Foundation \(Level 3\) Course Provision involve?](#)
2. [What knowledge will I gain towards professional membership?](#)
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1. What does the Foundation (Level 3) Course Provision involve?

The CIPD courses at Selhurst Consulting provides you with the flexibility and choice to either study an award (or a number of awards); a certificate (28 credits) or a diploma (37 credits).

The range of units provided at foundation Level 3 (including their credit rating) are highlighted below:

- **Developing yourself as an effective HR/L&D Practitioner (4 credits) ***
- **Understanding organisations and the role of HR (4 credits) ***
- **Recording, analysing and using HR information (2 credits) ***
- Resourcing Talent (6 credits)
- Supporting Good Practice in Performance & Reward Management (6 credits)
- Supporting good practice in managing the employment relationship (6 credits)
- Contributing to the process of job analysis (3 credits)
- Supporting change in organisations (3 credits)
- Undertaking a Learning Needs Analysis (3 credits)
- Preparing and designing Learning and Development Activities (3 credits)
- Delivering Learning and Development Activities (6 credits)
- Evaluating learning and development activities (3 credits)
- Developing coaching skills in the workplace (3 credits)
- Developing mentoring skills in the workplace (3 credits)

*** Units in bold are core compulsory units to undertake the certificate/diploma. With effect from 1 September there are different assessments for these units depending if the unit is studied as part of the HR or L&D pathway**

Whilst individuals may wish to undertake singular unit to gain awards, the main demand for these courses tends to be at Certificate/Diploma level. The Certificate/Diploma level will enable individuals who wish to extend their HR/L&D knowledge and embark on a future career within the profession to broaden their knowledge and skills further and determine how various areas coherently fit together with one another.

- **Foundation in Human Resource Practice (Certificate/Diploma)** - provides a firm foundation in all the areas of HR, as well as an understanding of HR in a business context. It will help you develop practical, essential HR skills and above all, will give you the confidence to be more effective at work and add value to your HR function. It is foundation-level qualification and is designed to reflect the CIPD HR Profession Map and the new professional membership criteria. The course is aimed at individuals
 - Who are aspiring to, or embarking on a career in HR or L&D
 - Who are working in the field of HR/L&D in a support role and wish to develop their knowledge and skills
 - Who have the responsibility for HR/L&D activities and decisions within an organisation without a specialist function
- **Foundation in Learning and Development Practice (Certificate/Diploma)** - provides a firm foundation in all the areas of Learning and Development (L&D), including its impact on business sustainability. It is an essential introduction for L&D professionals. It will help you develop essential skills and give you the confidence to be more effective at

work and add value to your HR or training function. Whether you're just starting out in your career or want to take your career to the next level with a recognised professional qualification, the CLDP will help to build your knowledge and skills. The course is aimed at aspiring and existing trainers and those looking for a strong grounding in L&D essentials, including those who:

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

If you wish to undertake the required number of modules a certificate/diploma can provide additional opportunities. Whether you're just starting out in your career or want to move to the next level with a recognised professional qualification, the courses will help build your knowledge and skills

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2. What knowledge will I gain towards professional membership?

Completion of the HRP or LDP provides the knowledge required for assessment for the new [Associate professional level of CIPD membership](#). If you are able to demonstrate your knowledge in the workplace, you will be awarded the new Associate professional level of membership (with designatory letters). Find out more about CIPD professional membership [here](#)

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3. What will I get out of the course?

- A sound understanding of the knowledge, skills and behaviour required of a professional HR practitioner, whether their role is generalist in nature or specialist, for example L&D.
- An 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.
- The ability to analyse HR/L&D information and present findings to inform decision-making.

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4. What do the Certificate programmes cover?

The most popular choices are:

Certificate in Human Resource Practice (HRP)	Certificate in Learning and Development (L&D)
<p>Core units</p> <ul style="list-style-type: none"> - Developing yourself as an effective HR/L&D Practitioner (4 credits) - Understanding organisations and the role of HR (4 credits) - Recording, analysing and using 	<p>Core units</p> <ul style="list-style-type: none"> - Developing yourself as an effective HR/L&D Practitioner (4 credits) - Understanding organisations and the role of HR (4 credits) - Recording, analysing and using

HR information (2 credits)	HR information (2 credits)
<p>Optional units</p> <ul style="list-style-type: none"> - Resourcing Talent (6 credits) - Supporting Good Practice in Performance & Reward Management (6 credits) - Delivering Learning and Development Activities (6 credits) 	<p>Optional units</p> <ul style="list-style-type: none"> - Resourcing Talent (6 credits) - Supporting Good Practice in Undertaking a Learning Needs Analysis (3 credits) - Preparing and designing Learning and Development Activities (3 credits) - Delivering Learning and Development Activities (6 credits)

However, if there is one of the optional units (6 credits) you wish to transfer with other more relevant optional units (worth 6 credits either individually or combined) we can discuss this with you. See Appendix 1 for a full break down of the summarised content and the knowledge you will gain from each of these. This will allow you to build a practical qualification that suits your specific professional needs.

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5. How do I enrol onto the Diploma?

If you are interested in broadening your knowledge at diploma level, you can discuss this with your tutor and the course administration team. You will be provided advice and guidance on the additional units and how these meet your needs. Studying a Diploma will develop your foundation knowledge and skills of HR further. A Diploma is 37 credits.

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6. How are the courses assessed?

The course is split 50:50 between class based study and on-line study. You can start on whichever module is the most convenient to you and will have access to tutors and fellow learners throughout your study on this course. As previously stated foundation level is the equivalent of the NVQ/SVQ Level 3 and requires a completed total of 28 credits. You are able to gain credits for completed units and the total number achieved will equate to either an Award, Certificate or a Diploma.

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7. Can you tell me more about the costs?

Click [here](#) to find out more details and [here](#) for terms of business

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8. What are the timetables for the courses?

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9. **Timetable looks slightly confusing. Why are there so many options?**

In one word DEMAND. Not all of our learners can attend evening sessions, some can attend some (but not all) evening sessions, some work shifts or there are changing circumstances (e.g. new job roles further away that means individuals cannot make it in time for the evening sessions). Following feedback from previous learners we are looking to provide as many flexible options as possible to ensure we meet the needs of our learners. Whilst we envisage the highest demand will be for our evening courses we wish to provide flexibility for learners to pick and choose a range of options, and, for our more experienced/able learners, to study units at the same time in order to 'fast-track' their way through the programme . **It is the first year we are trialling out this approach, so if there is demand for the block days/weekends we will run them.**

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10. **In that case, what if my circumstances do change?**

No problem at all. Inform us in advance and we will try and flexibly accommodate your needs.

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PART 3: ABOUT LEVEL 5 INTERMEDIATE



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Set at level 5 (see [Qualifications and Credit Framework \(QCF\)](#) also above for further clarification), CIPD's Intermediate awards certificates and diplomas give you a professionally recognised qualification and the knowledge towards CIPD Associate professional membership.

1. [What does the Intermediate \(Level 5\) Course Provision involve?](#)
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3. [What will I get out of the course?](#)
4. [What do the Certificate programmes cover?](#)
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6. [How are the courses assessed?](#)
7. [Can you tell me more about the costs and payment methods?](#)
8. [What are the timetables for the courses?](#)
9. [Timetable looks slightly confusing. Why are there so many options?](#)
10. [In that case, what if my circumstances do change?](#)

1. What does the Intermediate (Level 5) Course Provision involve?

The CIPD courses at Selhurst Consulting provides you with the flexibility and choice to either study an award (or a number of awards); a certificate (32 credits) or a diploma (44 credits).

There are a range of units provided at Intermediate Level 5 (including their credit rating):

- **Developing professional practice (5DPP) - 4 credits ***
- **Business issues and the context of HR (5BIC) - 6 credits ***
- **Using information in HR (5IHR) - 4 credits ***
- **Managing/coordinating the human resources function (5MHR) - 6 credits ***
- Resourcing and talent planning (5RTP) - 6 credits
- Contemporary developments in HR development (5HRD) - 6 credits

- Organisation design: implications for human resources (5ODS) - 3 credits
- Organisation development: implications for human resources (5ODV) - 3 credits.
- Human resources services delivery (5HRS) - 3 credits.
- Employee Engagement (5EEG) – 6 credits
- Developing coaching and mentoring within organisations - 3 credits

*** Core compulsory units (Managing and Coordinating the HR function – core unit at diploma level)**

Whilst individuals may wish to undertake singular units to gain awards, the main demand for these courses tends to be at Certificate/Diploma level. The Certificate/Diploma level will enable individuals who wish to extend their HRM/HRD knowledge and embark on a future career within the profession to broaden their knowledge and skills further and determine how the units coherently fit together.

The CIPD qualifications at Intermediate level offer the perfect platform to further develop your HRM/HRD or other specialist knowledge after studying the qualification. The qualifications will give you a broader perspective of the organisational issues facing HR professionals and enable you to develop effective analytical and problem solving skills. The Intermediate certificates and diplomas in HR Management and Development provide the knowledge towards Associate professional membership. Intermediate qualifications are ideal for those who:

- seek to develop a career in HR management and development
- are working in the field of HR management and development and need to extend their knowledge and skills
- have responsibility for implementing HR policies and strategies
- need to understand the role of HR in the wider organisational and environmental context

- **Intermediate in Human Resource Management (Certificate/Diploma) –** the course gives you the opportunity to further develop your professional HR knowledge and behaviours to operate at a more strategic managerial level within the organisation. As well as providing you with deeper strategic insights into how HR can add value you will develop your critical thinking and behaviours to aid you becoming a credible role model

- **Intermediate in Human Resource Development (Certificate/Diploma)** – the course gives you the opportunity to further develop your professional HR knowledge and behaviours specifically in areas of human resource development. The course will enable you to determine how the skills, knowledge and behaviours can be developed and utilised to meeting strategic needs. This course enables you compare, contrast and evaluate developments in theory and practice that influence the design, delivery and management of HRD to drive sustained business performance and anticipate future organisational needs.

If you wish to undertake the required number of modules a certificate/diploma can provide additional opportunities. Whether you're just starting out in your career or want to move to the next level with a recognised professional qualification, the courses will help build your knowledge and skills

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2. What knowledge will I gain towards professional membership?

Completion of the HRM or HRD provides the knowledge required for assessment for the new [Associate professional level of CIPD membership](#). If you are able to demonstrate your knowledge in the workplace, you will be awarded the new Associate professional level of membership (with designatory letters). Find out more about CIPD professional membership [here](#).

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3. What will I get out of the course?

The Award/Certificate/Diploma in HRM/HRD Practice is intended to:

- develop the skills needed for HRM/HRD work
- serve as an in-depth study to the scope of HRM/HRD in organisations
- provides an awareness of the business context on managing people in organisations

If you are interested in how organisations attract, retain, develop, utilise, motivate and reward their staff then a career in HRM or HRD is for you. More and more organisations in recent years have recognised that the key to competitive advantage be it gaining more customers, selling more products/ services or providing a higher level service is largely reliant on the knowledge, skills and behaviours of the staff within the organisation Therefore the management (HR) and development (HRD) of staff has become vital to organisational success

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4. What do the Certificate programmes cover?

The most popular choices are:

Certificate in Human Resource Management (HRM)	Certificate in Human Resource Development (HRD)
Core units Developing professional practice (4) Business issues & the context of HR (6) Using information in HR (4)	Core units Developing professional practice (4) Business issues & the context of HR (6) Using information in HR (4)

<p>Options Managing and coordinating the human resources function (6)</p> <p>Resource and Talent Planning (6)</p> <p>Contemporary Developments in Human Resources Development (HRD) (6)</p> <p>Credit value in brackets</p>	<p>Options Managing and coordinating the human resources function (6)</p> <p>Resource and Talent Planning (6)</p> <p>Contemporary Developments in Human Resources Development (HRD) (6)</p> <p>Credit value in brackets</p>
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However, if there is one of the optional units (6 credits) you wish to transfer with other more relevant optional units (worth 6 credits either individually or combined) we can discuss this with you. This will allow you to build a practical qualification that suits your specific professional needs.

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5. How do I enrol onto the Diploma?

If you are interested in broadening your knowledge at diploma level, you can discuss this with your tutor/admin team during the course. The tutor/admin team will provide advice and guidance on the additional units and how these meet your needs. Studying a Diploma will develop your foundation knowledge and skills of HR further. A Diploma is valued at 44 credits.

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6. How are the courses assessed?

The course is split 50:50 between class and on-line study. You can start on whichever unit is the most convenient to you and will have access to tutors and fellow learners throughout your study. A certificate is the equivalent of the NVQ/SVQ Level 5 and requires a completed total of 32 credits. You are able to gain credits for completed units and the total number achieved will equate to either, an award, certificate or a diploma.

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7. Can you tell me more about the costs and payment methods?

Click [here](#) to find out more details and [here](#) for terms of business

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8. What are the timetables for the courses?

Click [here](#) to go to section for a full list

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9. Timetable looks slightly confusing. Why are there so many options?

In one word DEMAND. Not all of our learners can attend evening sessions, some can attend some (but not all) evening sessions, some work shifts or there are changing circumstances (e.g. new job roles further away that means individuals cannot make it in

time for the evening sessions). Following feedback from previous learners we are looking to provide as many flexible options as possible to ensure we meet the needs of our learners. Whilst we envisage the highest demand will be for our evening courses we wish to provide flexibility for learners to pick and choose a range of options, and, for our more experienced/able learners, to study units at the same time in order to 'fast-track' their way through the programme . **It is the first year we are trialling out this approach, so if there is demand for the block days/weekends we will run them.**

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10. In that case, what if my circumstances do change?

No problem at all. Inform us in advance and we will try and flexibly accommodate your needs.

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PART 4: ASSESSMENT & VERIFICATION FOR ALL QUALIFICATIONS



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2. [Are there specific marking sheets for these units?](#)
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6. [What if I don't source work written by someone else?](#)
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8. [What if I am late with handing in the assessments?](#)
9. [How are assessments graded?](#)
10. [What if I do not meet the criteria?](#)
11. [What are the pass rates?](#)

1. **How are the units assessed?**

Each unit has an assessment attached to it. The assessment process is purely based on outcomes. Either an individual has 'met' or 'not met' each learning outcome. If you do not meet the criteria in the first instance, don't worry, you will be provided with clear feedback/support and another opportunity to resubmit the assessment. The outcomes can be viewed on the CIPD website. You will gain full details of the assessment before you start the course. However, we have included the assessment from a core unit ([Appendix](#)) to provide you with an overview of what to expect

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2. **Are there specific marking sheets for these units?**

Yes. Within the first week you will be able to view the standard assessment sheets and the outcomes that are assessed. As previously mentioned, we have included the assessment from a core unit ([Appendix](#)) to provide you with an overview of what to expect. This includes the submission declaration form which you complete for all assessments.

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3. **Is there help and guidance provided for the completion of the assessments?**

Yes. We fully appreciate some of you may not have been in education for quite a while, are fairly new to the profession or even don't work in the profession. As well as the support we provide within the course delivery, we also provide tutorial support sessions and lots of on-line help, including examples of assessments

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4. **What is the assessment process?**

- You will be provided with a timetabled list of hand-in dates for all assessments once you have enrolled onto the course.
- The hand-in dates will give a clear overview of when you will expect to receive feedback and if needed resubmit your assessment
- Learners should submit assessment by specified deadline to the Unit Tutor (who taught you or Tutor who undertook the skills observation – as directed)

When submitting assessments the learner must:-

- Submit it electronically in one document (inc any Appendices) using the .doc format with the document saved under the Unit Reference + student's name
- Include the 'Skills Observation Checklist' (foundation) /Candidate Observation Record' (intermediate) form where applicable
- Include a signed declaration (**submission declaration form**) in the assessment to the effect that it is all their own work.
- Assignments are normally assessed within 4-5 weeks of the submission deadline to allow for assessment and internal verification.
- Assessed assessments will be returned electronically to learners via the Selhurst Admin Team.

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5. **How do I submit the assessment?**

Email directly to your unit tutor (or the person who assessed the skills assessment). Submit as one single 'MS Word' document (**no multiple documents please**) with the assessment sheet on top to enable it to be marked electronically (**not Adobe PDF**).

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6. **What if I don't source work written by someone else?**

This is classed as plagiarism which is defined as, wrongful appropriation, close imitation, or publication of another author's language, thoughts, ideas, or expressions. Plagiarism is taken seriously by Selhurst Consulting and the CIPD and must be avoided in your submitted assignments. Learners are required to keep a careful records of all sources used, including all internet materials. It is your responsibility to ensure that you understand correct referencing practices using the Harvard referencing method.

You are expected to use appropriate references and keep carefully detailed notes of all your sources of material, including any material downloaded from the web (internet) and include citations and bibliography with all work when required to do so in the assignment briefing.

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7. **What if I source work written by someone else but it is determined that not enough of my own written work has been submitted?**

We want to encourage you to develop your written communication skills. Employers desire individuals who can analyse information and put in your own words. Whilst we encourage you to use ideas and quotes from other sources to reinforce your analysis, these should support rather than replace your written work. The expectation is that no less than **75%** of the assessment should be entirely your own words. Click [here](#) to access Selhurst's cheating and plagiarism policy

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8. **What if I am late with handing in the assessments?**

In order to develop transferable organisational time management skills you are expected to manage your time in terms of meeting assessment deadlines. Submissions that are delivered after the hand in date may be subject to delay in the assessment being marked and the completion of the qualification.

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9. **How are assessments graded?**

Assessments are not graded as such. There are a number of key learning outcomes that you need to meet for each module. For each learning outcome your tutor will inform you as to whether you have 'met' the criteria or 'not yet met' the criteria. In addition, in order to ensure consistency of standards and to ensure no-one gains an unfair advantage, the CIPD are clear on their expectations with regards to the word count limit. In cases where the CIPD set a maximum word count limit you are expected to adhere to this. If you exceed over 10% of the word count limit, your assessment will be returned back to you unmarked for resubmission

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10. What if I do not meet the assessment criteria?

Don't worry all feedback is development. If you have 'not yet met' the criteria your tutor will clearly state why you have not met the criteria and provide clear action points for meeting the criteria. In addition, at your request the tutor can meet up with you to provide additional support

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11. What are the pass rates?

Very high (about 90%), but it does need commitment - **2-3 hours extra reading a week at foundation level; and 4-5 hours extra reading a week at intermediate level. This is in addition to the blended learning tasks**

On the whole those who do not meet the criteria have general personal issues e.g. redundancy, maternity, outside stress. However, many come back to complete once these issues have been resolved.

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PART 5: COURSE DELIVERY AND BLENDED LEARNING FOR ALL QUALIFICATIONS



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1. [What is blended learning?](#)
2. [Why are the courses delivered using blended learning?](#)
3. [What are the benefits of blended learning?](#)
4. [How does it work?](#)
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6. [What are the requirements of blended learning?](#)
7. [What is I fall behind with the blended learning?](#)
8. [Will we be shown how to do the blended learning?](#)
9. [I am a bit wary of putting details on-line for others to share? Can I hand in using other methods?](#)
10. [How much work should I conduct on-line?](#)

1. What is blended learning?

Learning that involves a combination of learning methods. We feel that on-line collaborative learning adds a rich mix to this blend.

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2. Why are the courses delivered using blended learning?

We have successfully run CIPD Certificate Courses for a number of years with increasing learner satisfaction and achievements. We have been continuously adapting to the demand for wider use of technology and electronic resources. Once this demand was met, we realised that the learners were using the technology effectively in order to manage their hectic lives and more importantly to enhance their learning. In addition to the increasing demand for more flexible approaches to delivery around individuals' time and the need for greater differentiation, we have decided to now adopt a blended learning approach.

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3. What are the benefits of blended learning?

- Flexibility to meet learners' needs – accessing anywhere at any time
- Encouragement of self directed learning
- Wider use of training and learning techniques to cater for different learning styles
- Fulfillment of the learning cycle – where different learning styles and methods are explored
- Collaborative group working and networking
- Wider use of primary and secondary research within the assessment
- Positive approach to developing self and others

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4. How does it work?

For every session (whether on-line or in the training room), the learners either in groups or individually (depending on the tasks), are required to complete the tasks set out. All sessions have a number of tasks which will involve a combination of teaching and learning strategies, such as discussions, role play, buzz groups and brainstorming. Each session includes tasks which are directly linked to the subject area of the particular session (whether within the training room or on-line).

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5. How is the blended learning assessed?

When it comes to completing the on-line tasks the module tutor will take the role of a facilitator, organising the completion of the on-line tasks with the learners'. The tasks follow exactly the same format as the training room sessions. The difference being that the learner completes the tasks on-line (either individually or in groups – depending on the tasks) with the help of the web-links and the guided learning notes which provides a signpost to the learners. Module tutors do not provide summative final grade assessments, but will provide an overview to the groups on the progress and will address lack of work or difficulties/focus on the tasks with relevant individuals within tutorials.

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6. What are the requirements of blended learning?

On-line tasks are done via Google Groups the learners will be asked to register on-line themselves. Learners are expected to complete all on-line tasks. **Learners who do not contribute on a regular and timely basis (i.e. do not complete the on-line tasks) before the hand in of the final summative assessment may be asked to undertake the module again (which may incur a financial penalty)**

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7. What if I fall behind with the blended learning?

You need to speak to the module tutor at the earliest opportunity.

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8. Will we be shown how to do the blended learning?

Further details and a demonstration will be provided on your induction and throughout the course

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9. I am a bit wary of putting details on-line for others to share? Can I hand in using other methods?

First and foremost learners will be informed of the importance of maintaining confidentiality, not only as part of Selhurst Consulting's procedures but also as part of the CIPD Code of Professional Practice. If there is sensitive information that you feel may compromise your position if you posted this onto Google Groups – then discuss with your tutor and/or your manager. In addition, you can anonymise information (e.g. stating 'organisation x' instead of your actual organisation) and/or use examples from other organisations. Don't be worried initially if you think you may get the answer wrong, we are all learning together and tutors are sensitive in providing individual feedback. Finally, if in doubt speak to your tutor beforehand.

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10. How much work should I conduct on-line?

This all depends on the extent to which the classroom based learning has been replaced by on-line learning e.g. if 3 hours a week have been taken away from classroom learning then it is assumed that on-line learning/study time should replace this. Also be wary that with any course you are expected to undertake a great deal of wider research. Not only will this help with your progress on the course, it will also enable you to extend your skills and knowledge in order to develop your effectiveness and progress your career. Answers should be sufficient enough to demonstrate learning of the subject.

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PART 6: COURSE ADMINISTRATION AND REQUIREMENTS



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14. [When do I receive my certificate from the CIPD?](#)

More about the CIPD

1. **Is membership with the CIPD compulsory and what are the costs?**

Membership is compulsory for the year you are studying the course. CIPD membership runs from July – June. Access to membership costs can be accessed by clicking [here](#).

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2. **How do I register with the CIPD?**

At the start of the programme you must register as a student member of CIPD and pay your **compulsory** CIPD subscription fee (**course fees do not include CIPD subscription fees**). Enrolment to the CIPD will be processed on-line, with a unique log in code provided to you (no need to register until you receive this). Once your application has been processed, you will be provided with full membership, including access to materials both on-line and in some cases printed

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3. **What if I don't join the CIPD?**

Firstly, you will put yourself at a disadvantage. The CIPD provide a range of materials and resources that will aid your research and help you develop your skills and knowledge. CIPD will not award qualifications unless you have paid your membership fees.

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4. **Do CIPD provide an induction to new members?**

The CIPD provide an excellent on-line induction. You will also be provided with an induction at the start of your course, which will provide further insights and details on the course, resources (including CIPD) and additional factors that will help you develop your skills and knowledge

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5. **What resources do I get out of being a member of the CIPD?**

A wide range of resources including an on-line interactive Continuous Professional Development and HR Professional Map, which enables you to assess your knowledge, skills, and behaviours. You will also receive the monthly issue of 'People Management' the CIPD magazine for members. Student membership allows you full access to the CIPD website that contains a plentiful supply of information on HR issues which will further assist you with your assessments and for the programme generally. Click on the [CIPD](#) website and its induction to gain more information.

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More about the course

6. **What if I don't pay my fees?**

Contact vicky.woollard@selhurstconsulting.co.uk as soon as possible. It is important too that you pay your fees promptly. For a full list of our terms and conditions, click [here](#).

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7. **What are the attendance requirements?**

You gain most from attending and contributing in the various sessions – a **minimum of 80% attendance for each module** is required for the award of the final certificate for modules undertaken. If you don't meet these requirements for **each module** you will need to attend the specific module(s) or parts you missed again. This may result in a financial penalty where you need to pay for the costs again. If there are extenuating circumstances you need to discuss with the module tutor as soon as possible.

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8. **Are there tutorial sessions?**

Yes voluntary tutorials are provided within a 30 minute window before and after each session. If you require more support this can be organised with your tutor

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9. **Who are the module tutors?**

Click [here](#) to view a list of our module tutors

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10. **What if I change my personal details?**

Your details will be entered on our computerised records system – please notify the Selhurst Consulting Office in writing (enquiries@selhurstconsulting.co.uk) as soon as possible of any change of address/details so that we can contact you quickly if necessary. You will also need to inform the CIPD directly as well.

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11. **What entitlements do we get as learners?**

In addition to the on-line learning materials for the course you will gain access to the Blended Learning which is your own personal any-time-any-where access to a wide range of general and course related learning and reference materials.

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12. **How can we be sure that the course meets quality assurance requirements?**

There are a number of mechanisms for assessing the quality of the Programme/Tutors:

Our internal verifier will ensure the assessment and course content meets CIPD requirements.

The CIPD external assessor will review the work produced by learners and in turn will be able to assess the quality of learning taking place. The CIPD external assessor examines the assessments which have been marked by tutors throughout the Programme – in order to ‘verify’ them for consistent standards. The CIPD external assessor will also examine the blended learning materials on Google Groups to determine progress on the on-line tasks.

Selhurst undertake periodic reviews of student satisfaction during and after completion of their courses.

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13. How do I appeal against decisions?

Click [here](#) to access a link to the Selhurst Appeals Policy on the student resources page of our website

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14. When do I receive my certificate from the CIPD?

This can take up to 3 months on completion of your final assessment. Assessments will go through internal and external verification by the CIPD

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APPENDICES



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Appendix 1 – [Foundation Level 3 Units](#)

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Appendix 3 – [Assessment Front Sheet & Examples](#)

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LEVEL 3 FOUNDATION OVERVIEW OF UNITS



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- [Developing yourself as an effective HR/L&D Practitioner \(4 credits\) *](#)
- [Understanding organisations and the role of HR \(4 credits\) *](#)
- [Recording, analysing and using HR information \(2 credits\) *](#)
- [Resourcing Talent \(6 credits\)](#)
- [Supporting Good Practice in Performance & Reward Management \(6 credits\)](#)
- [Supporting good practice in managing the employment relationship \(6 credits\)](#)
- [Contributing to the process of job analysis \(3 credits\)](#)
- [Supporting change in organisations \(3 credits\)](#)
- [Undertaking a Learning Needs Analysis \(3 credits\)](#)
- [Preparing and designing Learning and Development Activities \(3 credits\)](#)
- [Delivering Learning and Development Activities \(6 credits\)](#)
- [Evaluating learning and development activities \(3 credits\)](#)
- [Developing coaching skills in the workplace \(3 credits\)](#)
- [Developing mentoring skills in the workplace \(3 credits\)](#)

CORE UNITS

Understanding organisations and the role of human resource (3HRC) - 4 credits

This unit provides an introduction to the role of human resources and learning and development (HR/L&D) operations within an organisation and 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. Learning outcomes:

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 activities support an Organisation

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Developing yourself as an effective HR or L&D Practitioner (4DEP) - 4 credits

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 meet their personal and professional requirements

Learning outcomes

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

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Recording, analysing and using human resources information (3RAI) - 2 credits

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. It covers the legal implications of storing 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. Learning outcomes:

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

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HUMAN RESOURCE PRACTICE OPTIONS

Resourcing talent (3RTO) - 6 credits

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, short listing, 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. Learning outcomes

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

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Supporting good practice in managing employment relation (3MER) - 6 credits

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. The unit assumes no prior understanding of employment law. Learning outcomes:

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

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Supporting good practice in performance and reward management (3PRM) - 6 credits

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. Learning outcomes:

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

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Supporting change within organisation (3SCO) - 3 credits

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. Learning outcomes

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

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Contributing to the process of job analysis (3CJA) - 3 credits

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. Learning outcomes:

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

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LEARNING AND DEVELOPMENT PRACTICE OPTIONS

Undertaking a Learning Needs Analysis (3LNA) - 3 credits

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

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

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Preparing and Designing Learning and Development Activities (3PDL) - 3 credits

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

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

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Delivering learning and development activities (3 DLA) - 6 credits

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

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

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Evaluating Learning and Development Activities (3ELA) - 3 credits

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

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

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Developing Coaching Skills for the Workplace (3DCS) - 3 credits

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

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

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Developing Mentoring Skills for the Workplace (3DMS) - 3 credits

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

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

3. Be able to apply mentoring tools and techniques

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LEVEL 5 INTERMEDIATE OVERVIEW OF UNITS



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- [Developing professional practice \(4 credits\) *](#)
- [Business issues and the context of HR \(6 credits\) *](#)
- [Using information in HR \(4 credits\) *](#)
- [Managing and coordinating the human resources function \(6 credits\) *](#)
- [Resourcing and talent planning \(6 credits\).](#)
- [Improving organisation performance \(6 credits\).](#)
- [Employee engagement \(6 credits\).](#)
- [Employment law \(6 credits\).](#)
- [Organisation design: implications for human resources \(3 credits\).](#)
- [Organisation development: implications for human resources \(3 credits\).](#)
- [Contemporary developments in human resources development \(6 credits\).](#)
- [Meeting organisational development needs \(3 credits\).](#)
- [Developing coaching and mentoring within organisations \(3 credits\).](#)

CORE UNITS

Business issues and the contexts of human resources (5BIC) - 6 credits

Human resources (HR) professionals need to understand key developments in the business and external contexts within which HR operates. This unit enables learners to identify and review the business and external contextual factors affecting organisations and to assess the impacts of these factors on the HR function. The unit also examines HR's role in strategy formulation and implementation. The unit is designed to encourage learners to adopt a critical perspective of these contexts and to provide workable organisational and HR solutions to address them. On completion of this unit, learners will:

11. Understand key contemporary business issues affecting the HR function within private, public and third sector organisations.
12. Understand the main external contextual factors impacting on organisations and the HR function.
13. Understand the role of HR in the managing of contemporary business issues and external contexts.
14. Understand how organisational and HR strategies and practices are shaped and developed.
15. Know how to identify and respond to short-term changes in the business and external contexts.

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Developing professional practice (5DPP) – 4 credits

This unit is designed to enable the learner to develop a sound understanding of the knowledge, skills and behaviours required by human resources (HR) professionals, whether in a generalist or specialist role, and as described in the CIPD HR Profession Map (HRPM). The unit embraces the 'thinking performer' perspective and covers the competencies needed by the HR professional in a personal capacity, when collaborating and working with others, and when functioning efficiently and effectively in an organisational context. It will enable learners to assess their own strengths and identify a continuing professional development (CPD) plan, based on the capabilities required for ethical, business-focused and interpersonal professional conduct. On completion of this unit, learners will:

1. Understand what is required to be an effective and efficient HR professional.
2. Be able to perform efficiently and effectively as a self-managing HR professional.
3. Be able to perform efficiently and effectively as a collaborative member of working groups and teams and as an added- value contributor to the organisation.
4. Be able to apply CPD techniques to construct, implement and review a personal development plan.

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Using information in human resources (5IHR) – 4 credits

Human resources (HR) professionals need to be able to present a viable and realistic case for improvement based on sound work-based research and an understanding of what is considered

good practice. This core unit develops the skills of research and enquiry in order to enable learners to identify appropriate data sources to support an investigation into an area of HR practice and to synthesise and apply this data, to evaluate the role of HR in business and strategy formulation and implementation, and to prepare and present a business case for improvement. On completion of this unit, learners will:

- 1 Know how to identify and scrutinise appropriate HR data sources.
- 2 Be able to conduct small-scale research and analyse the findings.
- 3 Be able to draw meaningful conclusions and evaluate options for change.
- 4 Know how to deliver clear, business-focused reports on an HR issue.

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Managing and co-ordinating the human resources function (5MHR) – 6 credits

The purpose of this unit is to introduce learners to human resources (HR) activity and to the role of the HR function in organisations in general terms. It focuses on the aims and objectives of HR departments in contemporary organisations and particularly on the ways that these are evolving. Different ways of delivering HR objectives and emerging developments in the management of the employment relationship are explored as well as the methods that can be used to demonstrate that the function adds value for organisations. The unit also aims to inform learners about published research evidence linking HR activity with positive organisational outcomes. The case for professionalism and an ethical approach to HR is introduced as is the role played by HR managers in facilitating and promoting effective change management. On completion of this unit, learners will:

1. Be able to explain the purpose and key objectives of the HR function in contemporary organisations.
2. Understand how HR objectives are delivered in different organisations.
3. Understand how the HR function can be evaluated in terms of value added and contribution to sustained organisation performance.
4. Understand the HR function's contribution to effective change management.
5. Be able to explain the role of ethics and professionalism in HR management and development
6. Understand the relationship between organisational performance and effective HR management and development.

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HRM SPECIFIC UNITS

Employee engagement (5EEG) – 6 credits

This unit is intended to provide learners with a broad understanding of what is meant by employee engagement, including how it can be linked to and yet be distinguished from other related concepts. It covers the components of employee engagement and the processes through which high levels of engagement can be secured and sustained within an organisation, with special reference to the comprehensive application of human resources (HR) policies, strategies and practices. The unit also introduces the learner to the principles of and applications for high-performance working (HPW). On completion of this unit, learners will:

1. Understand what is meant by employee engagement, including how it can be linked to and yet be distinguished from other related concepts.
2. Understand the components of employee engagement, with reference to the application of relevant HR policies, strategies and practices.
3. Understand the importance of employee engagement as a contributor to positive corporate outcomes.
4. Be able to evaluate the findings of recent studies that demonstrate the incidence of employee engagement, principally within the UK economy but also within relevant international settings.
5. Know how to implement HR strategies and practices intended to raise levels of employee engagement in a specific organisational context.
6. Understand the future for employee engagement, principally throughout the UK economy but also within the globalised world of work more generally.

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Employment law (5ELW) – 6 credits

Recent decades have seen a substantial increase in the extent to which the employment relationship in the UK, Eire and the EU is regulated through employment legislation. As a result, human resources (HR) professionals are now obliged to take account of legal requirements in different jurisdictions when carrying out many central aspects of their role. They are also obliged to take responsibility for the defence and settlement of claims lodged with employment tribunals by aggrieved employees or former employees. The purpose of this unit is to introduce the major areas of employment legislation and the employment law system, focusing in particular on ways in which day-to-day HR activities are subjected to some form of regulation. The unit is intended to provide an overview, rather than to focus in detail on the operation of specific employment laws, for those who need to understand and be able to evaluate emerging developments in the management of the employment relationship in local and international jurisdictions. On completion of this unit, learners will:

1. Understand the purpose of employment regulation and the way it is enforced in practice.
2. Know how to manage recruitment and selection activities lawfully.
3. Know how to manage change and reorganisation lawfully.
4. Know how to manage issues relating to pay and working time lawfully.
5. Be able to ensure that staff are treated lawfully when they are at work.
6. Know how to manage performance and disciplinary matters lawfully.

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Resourcing and talent planning (5RTP)

A fundamental part of the human resource (HR) management role is concerned with the mobilisation of a workforce, taking responsibility for ensuring that the organisation is able to access the skills it needs at the time and in the places that it needs them to drive sustained organisation performance. This involves attracting, retaining and, from time to time, managing the departure of staff from the organisation. Achieving this requires insight-driven strategic and operational activity. Organisations are obliged to compete with one another to secure the services of a workforce in labour markets that are continually evolving. One of the major aims of this unit is thus to introduce learners to the strategic approaches that organisations take to position themselves as employers in the labour market and to plan effectively so that they are able to meet their current and anticipated organisational skills needs. Another is to introduce the key operational tools, techniques and practices that organisations use to resource their

organisations effectively. These encompass recruitment, selection, workforce planning, staff retention, succession planning, retirement and dismissal processes. The purpose of this unit is to provide an overview of the way different organisations are managing these activities and which are the most effective in the context of diverse and distributed locations. On completion of this unit, learners will:

1. Understand key contemporary labour market trends and their significance for different kinds of organisation and in different country contexts.
2. Be able to undertake core talent planning activities.
3. Know how to contribute to the development of resourcing strategies.
4. Be able to manage recruitment and selection activities effectively and within the expectations of the law and good practice.
5. Understand how to maximise employee retention.
6. Know how to manage dismissal, redundancy and retirement effectively and lawfully.

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Improving organisational performance (5IOP) – 6 credits

This unit introduces the learner to how organisations can drive sustained organisation performance by creating a high-performance work organisation (HPWO) and involving line managers in the performance management process. The unit assesses the different conceptual frameworks of high-performance working (HPW) and examines its impact on organisational performance, competitive advantage, employee engagement and employee well-being. It provides the learner with the business case for, and the barriers to, HPW as well as the role of people management in improving organisational performance. Furthermore, the unit examines the contribution of the performance management process and shows how the involvement and commitment of line managers, and the use of effective and inclusive collaborative working and communication techniques, can support the building of a high-performance culture that promotes diversity, trust, enthusiasm and commitment and that recognises critical skills, capabilities, experience and performance. On completion of this unit, learners will:

1. Understand the conceptual frameworks and complexity of high-performance working (HPW) and its contribution to sustainable organisation performance.
2. Understand the business case for creating a high-performance work organisation (HPWO).
3. Understand the contribution of the performance management process to high levels of performance.
4. Understand the role of line managers in the performance management process.
5. Know how to create and sustain a community of practice to build a high-performance culture.

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HRD SPECIFIC OPTIONS

Developing coaching and mentoring within organisations (5DCM) – 3 credits

The purpose of this unit is to enable the learner to contribute to the development of coaching and mentoring activities within organisations. As a human resources (HR) professional the learner is encouraged to analyse the extent to which coaching and mentoring exist within an

organisational context, the efficiency and effectiveness of coaching and mentoring interventions and the role of line managers as coach and mentor. Although it does not expect the learner to be a skilled coach or mentor, the unit does invite learners to consider how they can make a personal contribution to coaching and mentoring activities within an organisational context. On completion of this unit, learners will:

1. Be able to contribute to the development of coaching and mentoring capability within organisations.
2. Be able to support the development of organisational talent.
3. Be able to support those providing coaching and mentoring in organisation contexts.

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Contemporary developments in human resource development (5HRD) – 6 credits

Human resource (HR) professionals need to understand key developments in the theory and practice of human resource development (HRD), both within and beyond the immediate organisational context. This unit allows learners to build on their knowledge and develop new understanding required to make informed and effective judgements about existing and emerging models, processes and practices in HRD. The unit is designed to encourage learners to compare, contrast and evaluate developments in theory and practice that influence the design, delivery and management of HRD to drive sustained business performance and anticipate future organisational needs. On completion of this unit, learners will:

1. Understand competing approaches that contextualise contemporary developments in HRD.
2. Understand contemporary external trends and data and the implications of these for HRD practice.
3. Understand the role and contribution of HRD practice to developing different categories of employees and organisation functions.
4. Understand contemporary developments in HRD practice.

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Meeting organisational development needs (5MDN) – 3 credits

This unit aims to provide the learner with a broad understanding of the factors to be considered when implementing and evaluating inclusive learning and development (L&D) activities within varying organisational contexts. It covers what is required to support the learning of individuals, groups and organisations to drive sustained business performance. It also considers the role and impact of learning facilitation as it is used in a range of delivery methods and types of activities, for example through one-to-one coaching, formal courses, action learning, and in use of e-learning or blended learning. On completion of this unit, learners will:

1. Understand the key requirements in the design and development of a range of inclusive learning and development activities.
2. Understand how learning and development needs can be met, the application and use of a range of relevant methods.
3. Understand the roles and responsibilities of individuals in meeting learning and development needs
4. Be able to evaluate the outcomes of learning interventions.

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Organisation Design (5ODS) – 3 credits

Ensuring that an organisation is appropriately designed to deliver organisation objectives in the short and long term is critical to sustainable organisation performance. Driven by organisation business strategy and operating context, organisation design is a conscious process of shaping and aligning the various organisational components: structure, size, systems, processes, people, performance measures, culture and communication. This unit explores, through a review of theories and models, the elements that contribute to organisation design and the development of organisation insight crucial to building agile and adaptable organisations, with healthy cultures that are essential to meet current and future challenges. On completion of this unit, learners will be able to:

1. Understand the historical and theoretical basis of organisation design and the relationship between organisational elements and the business strategy.
2. Understand the key factors to be considered in the design of organisations and the implications for the management and development of people and resources.

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Organisation Development (5ODV) – 3 credits

According to the CIPD definition, the purpose of organisation development is to take ‘a planned and systematic approach to enabling sustained organisation performance through the involvement of its people’. To this end organisation development focuses on making interventions and driving improvements to organisational success by facilitating the ways in which employees – individuals, groups, and teams, are motivated to perform and are rewarded for performance; are involved in the business decision making processes; interact with, and relate to each other; acquire and develop knowledge, experience and skills in the context of rapidly changing organisational environments. This unit provides a good foundation of underpinning organisation development theory and knowledge, including its relationship to organisation design and change management, and how effective organisation development interventions can increase business performance and productivity. On completion of this unit, learners will be able to:

1. Understand the underpinning history, theories, and principles of organisation development.
2. Understand the organisation development process.
3. Understand various organisation development practices, models, and approaches
4. Understand the value of organisation development interventions to business performance and productivity.

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ASSESSMENT FRONT SHEET & EXAMPLES



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- [Level 3 Foundation \(sample assessment task\)](#)
- [Level 5 Intermediate \(sample assessment task\)](#)

LEVEL 3: FOUNDATION

CHRP/LDP ASSESSMENT Understanding Organisations and the Role of HR/L&D (3HRC) Ref No F202A (HR) - Version 2 June 2011 (N.B . Separate assessment for L&D) Student name: (?)	
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CRITERIA	MET/ NOT YET MET	COMMENTS
LO1: Understand the purpose of an organisation and its operating environment (Activity A)		
1.1 Describe the purpose and goals of an organisation 1.2 Describe the products, services and customers of an organisation 1.3 Analyse how external factors, impact on the business activities of an organisation		
LO2: Understand the structure, culture and functions of an organisation (Activity A)		
2.1 Describe the structure of an organisation and the functions within it 2.2 Explain how the different functions work together to optimise performance. 2.3 Assess how the culture of an organisation affects its operations.		
LO3: Understand how HR/L&D activities support an organisation (Activity B)		
3.1 Evaluate how HR/L&D activities support an organisation's strategy 3.2 Explain the role of HR/L&D professionals in supporting line managers and their staff.		
ASSESSMENT OUTCOME		

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CIPD ASSIGNMENT SUBMISSION DECLARATION



To be completed by candidate:


Centre name:	SELHURST CONSULTING		
Candidate name:			
CIPD Qualification undertaken:			
CIPD Membership No:		Unit code(s):	
Unit title(s):			
Unit tutor:			
Date due for assessment:			
Actual date evidence submitted:			
Candidate declaration:			
<ul style="list-style-type: none"> • I confirm that the work/evidence presented for assessment is my own unaided work. • I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action. • I agree to this work being subjected to scrutiny by textual analysis software if required. • I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998. • I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records. • I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final. 			
Signature:		Date:	

3HRC F202A (HR)
CIPD Assessment Activity Template

Title of unit/s	Understanding Organisations and the Role of Human Resources	
Unit No/s	3HRC (HR)	
Level	Foundation	
Credit value	4	
Assessment method	Written	
Learning outcomes:		
<ol style="list-style-type: none"> 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 		
Activity		Assessment Criteria
<p>A new manager is starting in the organisation shortly. You have been asked to provide a written briefing note for this new-starter so that they can gain some understanding of the organisation in preparation for their start.</p> <p>The information you provide should include:</p> <ul style="list-style-type: none"> • a list of the main products and services of the organisation • an identification of the main customers • the purpose and goals of the organisation • an analysis of a minimum of 4 external factors and their impact on the business activities of an organisation • the structure of the organisation that includes at least 4 functions • an explanation of how these different functions work together within the organisation to optimise performance • an identification of the culture of the organisation and 2 ways this affects operations • how 3 HR activities support the organisation's strategy • 3 ways HR professionals support line managers and their staff 		<p>1.2</p> <p>1.2</p> <p>1.1</p> <p>1.3</p> <p>2.1</p> <p>2.2</p> <p>2.3</p> <p>3.1</p> <p>3.2</p>
Evidence to be produced		
Briefing note of approximately 2000 words		

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LEVEL 5: INTERMEDIATE

Intermediate HRM/HRD Business issues and the contexts of human resources (5BIC) Ref No 5BIC 102001 – Core Unit Assessments - Version 2.0 January 2011 Student name:	
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CRITERIA	MET/ NOT YET MET	COMMENTS
LO3: Understand the role of HR in the managing of contemporary business issues and external contexts		
3.1 Analyse the forces shaping the HR agenda. 3.2 Explain how HR contributes to organisational effectiveness 3.3 Examine HR's roles and functions in management structures 3.4 Examine HR's contribution to business ethics and accountability.		
LO4: Understand how organisational and HR strategies and practices are shaped and developed		
4.1 Review the role of HR in strategy formulation and implementation. 4.2 Describe the techniques and tools used to analyse organisational and business environment. 4.3 Explain vertical and horizontal integration.		
LO5: Know how to identify and respond to short-term changes in the business and external contexts		
5.1 Identify HR's role in business planning. 5.2 Assess environmental planning and the sources of business data for planning purposes. 5.3 Evaluate how agreed strategies, policies and plans are actioned within organisations.		
ASSESSMENT OUTCOME		

CIPD ASSIGNMENT SUBMISSION DECLARATION



To be completed by candidate:

Centre name:	SELHURST CONSULTING		
Candidate name:			
CIPD Qualification undertaken:			
CIPD Membership No:		Unit code(s):	
Unit title(s):			
Unit tutor:			
Date due for assessment:			
Actual date evidence submitted:			
Candidate declaration:			
<ul style="list-style-type: none"> • I confirm that the work/evidence presented for assessment is my own unaided work. • I have read the assessment regulations and understand that if I am found to have 'copied' from published work without acknowledgement, or from other candidate's work, this may be regarded as plagiarism which is an offence against the assessment regulations and leads to failure in the relevant unit and formal disciplinary action. • I agree to this work being subjected to scrutiny by textual analysis software if required. • I understand that my work may be used for future academic/quality assurance purposes in accordance with the provisions of the Data Protection Act 1998. • I understand that the work/evidence submitted for assessment may not be returned to me and that I have retained a copy for my records. • I understand that until such time as the assessment grade has been ratified through internal and external quality assurance processes it is not final. 			
Signature:		Date:	

CIPD Assessment Activity Template

Title of unit/s	Business Issues and the Contexts of Human Resources	
Unit No/s	5BIC	
Level	5	
Credit value	6	
Assessment method	Written report (for a Chief Executive Officer)	
Learning outcomes:		
3. Understand the role of HR in the managing of contemporary business issues and external context 4. Understand how organisational and HR strategies and practices are shaped and developed 5. Know how to identify and respond to short-term changes in the business and external contexts		
Assessment activity		Assessment Criteria
<p>You have been commissioned by a Chief Executive Officer (CEO) of an organisation to examine and report on the role of the HR function in managing the organisation and to demonstrate how the organisational and HR strategies are shaped and developed within it. You are also required to indicate how the organisation measures its performance in these areas and how it communicates this to managers and staff.</p> <p>Your report is expected to cover the following issues:</p> <ul style="list-style-type: none"> • an identification and analysis of the major forces shaping the HR agenda within the organization • an examination of HR's roles within the organisation and the extent to which HR contributes to sound business ethics and effective accountability and organisational effectiveness • a review of the organisation's business and HR strategies, incorporating SWOT and STEEPLE analyses, and a commentary on the extent to which there is vertical and horizontal integration of strategies within the organization • an assessment of how the organisation measures the effectiveness of these strategies and communicates them within the organisation, including the provision of costs where appropriate 		3.1 3.2, 3.3, 3.4 4.1, 4.2, 4.3 5.1, 5.2, 5.3
Evidence to be produced		
A written, evidenced based report of approximately 3000 words in length, together with a list of cited References and a separate Bibliography of sources consulted but not specifically mentioned (but these should be excluded from the word count.)		

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STUDY SKILLS GUIDE



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CIPD HR PROFESSION MAP

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The CIPD HR Profession Map focuses on the key knowledge (professional areas) and behaviours that a HR/L&D professional needs to obtain and develop in order to provide value to the organisation and its key stakeholders (e.g. managers, fellow employees).

In identifying the need for an organisation to develop and adapt to changing business needs, the HR Profession Map considers the knowledge and behaviours that HR/L&D professionals require to aid the organisation in achieving its aims and objectives for now and the future.

The CIPD in designing and implementing the specific behaviours and knowledge set within the HR Profession Map, acquired feedback from HR Directors, senior professionals, academics and the very stakeholders that HR/L&D professionals provide a service for. Therefore the knowledge and behavioural areas should be sensitive to meeting these stakeholder needs.

In meeting key stakeholder needs, the map focuses on the underpinning skills, behaviour and knowledge that can be developed in order to enhance HR/L&D effectiveness. The effective HR/L&D Professional should identify how the knowledge and behaviour areas can be developed in meeting the organisation's/stakeholders' needs for now and the future.

The HR Profession Map has been organised into a progressive framework that enables the individual to identify and develop learning, which in turn provides a clear 'pathway' to an individual's career plan. It also has a certain amount of flexibility than enables the HR/L&D practitioner to identify and adapt their development needs within the framework.

Individuals are able to assess and reflect on their progress across the knowledge and behaviour areas on the on-line self-assessment tool ('[My HR Map](#)'). The tool is useful for helping individuals to determine their progress across the knowledge and behaviour areas and provide recommendations and solutions to advancing individual objectives career development.

In addition to the personal satisfaction individuals would gain in updating their skills, knowledge and abilities to enable them to perform more effectively, the Map can also inform individuals in terms of upcoming promotions, interviews and appraisals.

The Map is an effective tool to enable the HR/L&D professional to implement, develop and update their own continuous professional development (CPD). CPD is a tool for supporting professionals to determine how they can develop their skills, knowledge and abilities in order to obtain higher levels of performance to help themselves and their organisation achieve its aims and objectives.

The CIPD suggest that those who plan clear objectives, monitor, act and reflect on these are more able to effectively develop themselves and advance their career. All HR/L&D Professionals, who are members of the CIPD (in particular those studying), are expected to complete, monitor and reflect on their CPD (click [here](#) for information on CPD).

In determining future development effective practitioners will focus on:

- **Professional areas** –10 professional areas (see below) on what individuals need to do and what they need to know
- **Behaviours** –8 behaviours (see below) on what individuals are expected to demonstrate to carry out activities and put their knowledge into practice

These professional areas (knowledge) are embedded into four bands of professional competence that reflects the hierarchy of the profession. It also provides a career progression framework in order to help the professional development needed in order to move between the bands.

As a guide the bands can be determined as follows:

- Level 1 – individuals either starting in the HR/L&D profession or working at a mainly administrative level (e.g. HR/L&D Assistant)
- Level 2 – individuals with more than one year’s experience and/or involved in advising or contributing to higher level decisions (HR/L&D Adviser)
- Level 3 – considerable experience, leading a team or function, involved in setting policies and strategies (Head of HR/Manager)
- Level 4 – operates at the strategic level. Sets in place long term HR/L&D strategies that are aligned with business strategies.

The four bands define the contribution that effective HR/L&D professionals provide in terms of:

- Activities and role provided – supporting, advisory, executive roles
- Types of relationship with key stakeholders – whether advising or consulting
- Impact – measurement of their contribution and how it adds value

The CIPD believe that the Map is more reflective of current career paths and will be more suitable for supporting professional development. With this in mind the Map can also be used as a tool for informing and developing organisational design, job design, job profiles, job specifications and competency frameworks for the HR/L&D team.

PROFESSIONAL AREAS (click on the links below)

1. [Strategy insights and solutions](#) – focuses on the effective practitioner’s understanding of the business, its activities/functions, future strategies, drivers for performance and change; and how HR/L&D strategies can help support organisational aims and objectives
2. [Leading and managing the human resources function](#) - focuses on the effective practitioner’s leadership and management of the HR/L&D function in terms of ensuring that the function has the capability to meet organisational and stakeholder needs
3. [Organisation design](#) - focuses on the effective practitioner’s understanding of the need for effective organizational design in order to help deliver organizational objectives. The effective practitioner will utilize their knowledge of job role and structural design.

4. [Organisation development](#) - focuses on the effective practitioner's understanding of how organisation culture, values and environment support and enhance organisation performance and adaptability to change.
5. [Resourcing and talent planning](#) - focuses on the effective practitioner's understanding of the need to attract, utilise and retain talent in order to meet organisational objectives and enhance sustainable competitive advantage.
6. [Learning and talent development](#) - focuses on the effective practitioner's understanding of the need to develop skills, knowledge and abilities across the organisation in order to ensure the organisation can adapt and remain competitive/viable within a changing environment.
7. [Performance and reward](#) - focuses on the effective practitioner's understanding of the need to build a high performance culture by facilitating and advising on the development of initiatives that enhance performance, motivate staff through reward and ensures competitiveness in terms of performance and reward.
8. [Employee engagement](#) - focuses on the effective practitioner's understanding of the need to ensure that employees have a positive emotional connection with their work, the organization and its aims and objectives. This can be enhanced through positive staff/management relationships, active involvement of staff in decision making and effective communication methods that enhance employee understanding of the organization, its values, beliefs and future direction.
9. [Employee relations](#) - focuses on the effective practitioner's understanding of the need for ensuring that clear practices, processes and policies are in place that provides a framework for transparency, openness and collaborative working.
10. [Service delivery and information](#) - focuses on the effective practitioner's understanding of the need for up to date, accurate, efficient, timely and valid information that can aid decision making and service delivery. The practitioner will ensure that this information (data) is managed professionally and legally.

BEHAVIOURS (click on the links below)

1. [Curious](#) – effective practitioners are curious with regards to all aspects and functions of the organisations, how they operate and how they impact on organisational objectives. In addition effective practitioners are curious with regards to developments that are occurring in the external environment and how these impact on both the organisation and the staff within the organisation. Effective professionals will advise on development need and other HR/L&D solutions that may ensure the organisation is able to adapt to changing internal and external environments.
2. [Decisive thinker](#) – through having wider knowledge and the ability to analyse and understand data the effective practitioner can make informed decisions quickly if needed.
3. [Skilled influencer](#) - effective practitioners through their decisiveness and wider knowledge are able to influence on a range of issues using their persuasiveness and

negotiation skills to gain commitment and support. Wider understanding of the stakeholder needs and interests can aid the influencing process.

4. [Driven to deliver](#) - effective practitioners take accountability for their decisive actions and ensure they have clear targets that are monitored and reviewed. Practitioners will also hold others to account regarding delivery of outcomes.
5. [Collaborative](#) - effective practitioners are able to work effectively with other key stakeholders (e.g. colleagues, managers, executives, clients, teams, suppliers, etc). A wider appreciation of the needs (and limitations) of stakeholders will further enhance effectiveness.
6. [Personally credible](#) - effective practitioners use their expertise, knowledge and experience to maintain a reputation of delivering on objectives/tasks. These are undertaken ethically, objectively and with integrity.
7. [Courage to challenge](#) - effective practitioners are confident to make their voice heard (e.g. when legislation is not adhered to). Additionally, the effective practitioner will challenge ineffective working practices and resistance to necessary change.
8. [Role model](#) - effective practitioners lead by example, through acting ethically, impartially and within organisational/legislative frameworks. They also share and impart their good practice onto others.

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ENHANCING YOUR ASSESSMENTS

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When conducting your assessments consider the following:

- **Introduction** – provide overall aim and objectives (derived from the assignment brief tasks), with background information about your organisation
- **Key analysis**
 - Outcomes from the research conducted as described in the method above – talk about response - quantitative (ie numbers) and qualitative (ie views)
 - Include some research around the topics set eg from your textbook what should an HR function be about and how does this compare with your organisation
 - Use a combination of primary research (views of staff, managers, peers) and secondary research (information already written down in books, reports, websites, etc)
 - Source everything using [Harvard referencing](#) system including your internal sources
 - Keep sources current and reputable – avoid Wikipedia and generic Google searches – include internal data from eg your company’s website, intranet, annual report & accounts, staff handbook, stats from your HR systems eg on absence, turnover, feedback from staff surveys, exit polls, training evaluation data
 - Use sub headings linked to perhaps the objectives identified in your assignment brief/introduction
- **Bibliography** - use ‘**Harvard**’ referencing ([see below](#)) ensuring entries listed are in alpha order by surname, the websites have date accessed included, there are plenty of textbooks, and information is up-to-date and relevant to the topic

Understanding the assessment terminology

The CIPD assessments specify the specific learning outcomes that you need to fulfil when completing your assessments. Some of the key learning outcomes are set out below.

- **Analyse** - examine issues/factors in detail and explore how they have an impact on employees, teams and the organisation with the use of evidence
- **Assess** – consider the quality of a certain issue/factor and how it adds value
- **Compare** – measure or determine the similarities between certain factors/issues.
- **Conduct** – carry out/put in place a certain activity

- **Create/Design** – bring something into existence (e.g. a job advert) using knowledge and good practice
- **Demonstrate** – show the existence or proof of evidence
- **Describe** – give a detailed account of a certain issue
- **Develop** – put in place evidence using knowledge, good practice and research
- **Evaluate** – judge and compare different issues/areas and how they have an impact
- **Examine** – inspect thoroughly and determine the nature of the issue/factors
- **Explain** – describe in detail and with clarity
- **Identify** – indicate what key issues/factor have an impact and why
- **Interpret** – explain the meaning of information/factors/issues
- **Justify** – prove that the rationale for issues/factors will have an impact
- **Present/Provide** – deliver information for others to scrutinise
- **Reflect** – think deeply or carefully and consider strengths, weaknesses and solutions
- **Review** – assess and consider factors/issues and their impact
- **Select** – choose the most preferable/suitable based on a clear rationale
- **Summarise** - give a brief statement of the main points of (something)
- **Use** – deploy something to add value

Learners can also consider Bloom's taxonomy which provides a hierarchical order to help you further consider your written and verbal communication skills:

1. **Knowledge** –listing what you have learnt
2. **Comprehension** –describe/explain what you have learnt
3. **Application** –apply what you have learnt to the workplace
4. **Analysis** –question what you have learnt and breakdown knowledge
5. **Synthesis** –prepare new arguments based on what you have learnt
6. **Evaluation** –assess, judge and compare what you have learnt with other areas

Links

- [Internet Detective](#)
- [Research Skills](#)
- [Mindtools](#)
- [Problem Solving](#)
- [Studentroom](#)
- [Open University](#)
- [Writing Skills](#)
- [Charts and Diagrams](#)
- [Effective Learning](#)
- [How to Learn](#)
- [Independent Working](#)
- [Critical Thinking](#)
- [Critical Reading](#)
- [Using Data](#)
- [Research](#)
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REFERENCING

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Your analysis and written skills can always be enhanced if it is underpinned by research and information that will reinforce your analysis and help make informed decisions. However, sources should not be taken on face value. It is useful to know who has provided the source (Wiki does not have known sources) and whether the person/organisation is reputable and their research is up to date. Critical assessment of sources needs the following considerations:

- Critical active reading skills that constantly questions what is being written and how it can be applied to the work context
- What is the source arguing and what other sources are they using to support their arguments?
- Whether the source is known
- Currency of the research (the date written)
- Reputation of the source
- Have other specialists/peers reviewed the source
- Has the source missed out any key arguments?
- How extensive is the evidence that the source has provided? (numbers, number of organisations researched, views of other specialists/professionals)
- How balanced is the research? Have a range of views be taken into account?
- Can the research be directly applied to issues in the workplace?
- How valid was the research in meeting its aims?
- How reliable is the research (e.g. government and police statistics on crime occasionally vary)

Common pitfalls impacting on effectiveness of communication

- **No/not enough sources** to reinforce your analysis. Not only can secondary sources (from written materials) support your analysis, but importantly **primary research** can also add value. If you are proposing to implement certain practices it is important to get the view of key stakeholders who can provide informed advice on implementation and how to put strategies and actions into practice.
- **Making assumptions** (e.g. 'interviews are the most commonly used selection method') without providing evidence of demonstrating these to be fact.
- **Not exploring assumptions made** in statements by other sources. If these are not backed up by evidence, do not assume these to be reliable or factual.
- **Copying & pasting/lengthy quotes.** You are expected to write mainly using your own words. Quotes should be short and punchy and support what you have written – not replace your writing. Paraphrasing can enhance your communication skills and understanding of a subject, through putting ideas in your own words (make sure the idea of the author has been highlighted).
- **Quotes used in isolation.** Quotes that have just been 'inserted' into research without any context set, or, analysis of the quote do not add substance to your writing.

- **Out of date quotes.** The business environment changes rapidly, statistics, ideas and solutions quickly become outdated and not applicable to the current context.

Being able to accurately cite the source you have used in your work is an important academic skill that will:

- Ensure your analysis is backed up with evidence
- Reinforce and add substance to your arguments
- Enables your sources to be recognised
- Enables readers to undertake further research
- Help you avoid accusations of plagiarism
- Enhance your knowledge on a subject area.

There are two commonly used referencing techniques:

- **Harvard referencing** – provides partial citations (Brown 2011: p22) in brackets embedded in the sentences. Then the full list of references is provided at the end of the report.
- **Footnotes** – citations placed at the bottom of the page at the end of the text.

Links

[Citing References: Tutorial](#)

[Footnotes](#)

[Harvard Referencing](#)

[Bma](#)

[Reading/referencing](#)

[Avoiding plagiarism](#)

[Referencing-and-plagiarism](#)

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TIME & PROJECT MANAGEMENT SKILLS

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Practitioners can enhance their effectiveness through practicing and implementing the principles of time and project management techniques.

There are a wide range of tasks and expectations placed on the HR practitioner. This will result in the need for higher level organisational and planning skills in order that expectations can be managed and tasks prioritised. Factors to consider when prioritising tasks include:

- The importance of the task
- The level and scope of the work involved in the task
- The impact of the task on organisational aims and objectives
- The consequence of the task being delayed/not completed
- The expectations of key stakeholders
- The power and influence of the key stakeholders who are awaiting completion of the task

Obviously, if tasks are continuously delayed, mismanaged or not completed, this will impact on the credibility of the HR professional. Therefore, planning to succeed in the completion of tasks is vital, with a project management approach to task completion further enhancing your effectiveness in ensuring you are driven to deliver. Planning will:

- Ensure you adopt a proactive approach to completing tasks
- Highlight necessary resources need to ensure successful completion of the tasks
- Provides an open and transparent approach of the tasks to all key stakeholders
- Enable you to focus on targets, timescales, resources needed and review periods
- Enable you to scope opportunities and threats to completing the tasks
- Enable you to manage a number of tasks
- Enables you to coordinate and identify potential contributors and allies
- Provide a clear focus on deadlines and milestones

Project management is an effective tool for implementing new initiatives and putting in place change management programmes. The greater the complexity of the tasks the more likely a formal disciplined management approach is needed to ensure effective implementation. Project management involves the following stages:

- **Defining/Initiation** – scoping and making a business case for the project
- **Liaison** – with key stakeholders in identifying needs and contributions
- **Planning** – breakdown of tasks, responsibilities, timescales (effective tools include [Gantt Chart](#) and [Critical Path Analysis](#)), milestones, budgets, identifying risks (and contingency plans),
- **Implementing** – monitoring of actions, revisions if actions are not met
- **Closing** – final communication, delivery of actions to the key stakeholders
- **Evaluation** – evaluation of deliverables against agreed outcomes

Time Line for completing assessments

Preparation – 15+ days prior to hand-in

1. Make sure you are fully aware of the learning outcomes (this is what CIPD use to mark the assessment). Write down key questions you need further clarification on and post these questions on Google Groups (tutors and particularly colleagues will actively engage in a solutions based focus)
2. Undertake a checklist and structure of key areas you need to include for each task
3. Read the module guidance, notes and task sheets for all of the sessions (not just on-line ones) – these enable you to scope the key areas involved
4. Identify what primary research (views of key stakeholders/professional colleagues) and secondary research (factsheets, case studies, academic texts, reports, surveys) that will help you complete the assessment

Writing the assessment (8-14 days prior to hand-in)

5. Use your structure/checklist as an initial start point. Inserting any interesting key ideas, quotes, case studies, arguments under each heading
6. Remember at Level 5 intermediate you are expected to undertake a critical analysis rather than a descriptive overview of the key issues. Critical analysis highlights your ability to determine: (1) the impact of the information; (2) any issues with the information in terms of reliability (source)/validity (usefulness); (3) how this information can be applied in practice; (4) workable practical solutions. So, for example for task one you may state that there is an ageing workforce/increased international movements/more outsourcing. However, the CEO will expect a lot more than this and will ask:
 - How do you know this? Do you have a reliable source to support this?
 - How does this information impact on HR issues?
 - How will this impact on the success of the organization?
 - Do you have workable solutions? – ‘I want more than just broad comments stating we need to put a strategy/action plan in place – briefly analyse what this will involve and how it will benefit the organization?’
 - Are there examples/case studies of organizations that have successfully put similar recommendations in place?
7. **8-10 days before hand-in (first draft)** - word process your responses to the chosen questions with no inhibitions (don't worry too much about spelling, grammatical errors, word count or gaps in your argument at this stage – imagine you are writing for a timed constrained 3 hours exam). You now have an initial draft that you are able to reflect upon, add to and adapt. Maybe leave a day to reflect on what you have written and note what needs to be adapted
8. **5-7 days before hand-in** – using the checklist you devised on action point 2 (above) amend, adapt, add or take-away aspects that are either not on the checklist or you feel have already been adequately covered (sometimes those who go over the word-count tend to repeat the same points 2 or 3 times over)
9. **2-4 days before hand-in** – put yourself (and a trusted friend/colleague) in the position of

the assessor. Assess the factors against your checklist and the learning outcomes. Then make the necessary amendments

1 day before hand-in – email to the assessor and put your feet up. No last minute panic or pressure. Try to avoid leaving it to the last minute. Assessors, practitioners, fellow professionals have normally observed there has been a correlation between those who claim they can work under pressure and the lack of depth in research and structure in their written work. Working last minute under pressure may (with the emphasis on **may**) result in an individual meeting the criteria, however, are they able to retain and reflect on the information they have

Links - Time Management

- Palgrave.com
- Skills4Study
- Mindtools
- Humanities_Manchester
- Hull.ac.uk

Links – Project Management

- Mindtools
- Apm
- Businessballs
- Project_management

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MAKING THE MOST OF SESSIONS

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Practitioners can enhance their learning and the development of knowledge, skills and abilities during the sessions by developing their active listening and learning skills. Some key skills that an effective practitioner may develop:

- **Active listening** – involves purposeful listening, where research may have been undertaken already and feedback helps build on acquired knowledge. Active listeners try to determine how they can position the feedback into a structure or framework of their current knowledge. **Tip for learners:** undertake reading on the subject area before the sessions arise.
- **Active learning** – involves continuously reviewing, researching and gaining insights of the subject area in order to determine how to further enhance knowledge. Active learners consider before embarking on new assignments the tasks, roles, duties and requirements as to how the information fits in with what has already been learnt. **Tip for learners:**
 - Focus not just on the task, but how it will impact on the organisation and your own development
 - Question and critically analyse information that has been imparted
 - Determine how you can use information/feedback to enhance effectiveness
 - Determine how new information fits in with previous learning

Active learners engage with the topic area through:

- Applying materials used to their context – e.g. the workplace
- Critically analyse what they have learnt
- Think about how what they have learnt impacts on their own development
- Look for connections with previous learning, future learning and other modules

Links

- [Skills4study](#)
- [Useful Sites](#)

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EFFECTIVE LEARNING

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The effective practitioner can further develop their skills, knowledge and behaviours through assessing and reflecting on their progress on the on-line self assessment tool ('[My HR Map](#)'). In addition, continuous professional development (CPD) can help to turn the recommendations provided into workable goals, objectives and development plans.

The CIPD suggest that those who plan clear objectives, monitor, act and reflect on these, are more able to effectively develop themselves and advance their career. All HR/L&D Professionals who are members of the CIPD (in particular those studying), are expected to complete, monitor and reflect on their CPD (click [here](#) for information on CPD).

CPD is tool for enhancing knowledge, skills and behaviours and developing these to become more effective in your professional role. It highlights commitment to keeping up to date and self-improvement. Therefore, it should not be too demanding or onerous, in fact it should provide a structured tool to motivating individuals to stay on track with their targets and development. In essence CPD encourages you to take control of your own learning and development that in turn contributes to organisational success.

Key requirements for CPD are:

- **Reflection** – focusing on what has gone well, what not so well and potential development and actions needed. Just because an event went well it does not mean further reflection of development does not need to take place. Focus on what went well and why (for example an interview might go well one day when you are lucky with the type of questions asked) and then determine the knowledge and behaviours used that ensured why the event went well. Share your experiences with colleagues, mentors or friends who may provide a new perspective on the event. (click [here](#) for more on reflective learning)
- **Action** – setting targets, timescales for achievement, resources needed, development and support needed, review periods and how will you know if the target has been achieved.

The benefits of CPD include:

- Provides a structured approach to managing your career
- Shows everyone how committed you are!
- Enables you to reflect on your continuous learning
- Enables you to keep track of your performance
- Enables you to assess areas for improvement
- Helps enhance employability and transferable skills and knowledge
- Helps you focus on achievements and development for job applications, interviews and performance appraisals
- Helps you identify learning methods that will most effectively advance your needs
- It is needed to upgrade your membership

The CIPD provide a range of example CPD plans across different contexts. It is useful to examine these in order to get a flavour on how different individuals identify their targets and approaches for meeting their development needs (click [here](#) to access examples).

The example templates give you a clear idea of what you need to do. CPD enables you to reflect on what you have done over the past year e.g.

Key dates	What did you do?	Why?	What did you learn?	How will you use this in the future?
Date of development/ event	Actual development/ event e.g. word processing training	How this impacted on you / the organization?	Key outcomes	How can you ensure you utilize the skills and knowledge you obtained in future roles/ organisations

...and future targets

What do I need to learn?	What will I do to achieve this?	What resources/ support will I need	What will my success criteria be?	Review/ target dates
Set new development/ future actions	Examine what development you need: training; self-study; job rotation; observation; mentoring/ coaching	How this impacted on you / the organization?	What will be implemented, put in place, delivered or completed?	Set dates for review and final dates for achievement

The more detailed and comprehensive the CPD is the more individuals can keep track and set realistic targets for themselves.

Targets and informing targets

Targets need to be SMART for example:

- (1) **S**pecific – provide clarity on what needs to be done
- (2) **M**easurable – can be assessed against objective criteria
- (3) **A**chievable – within the capability of the individual
- (4) **R**ealistic – in terms of resources and time available
- (5) **T**ime bound – have clear date for review and achievement

Identifying learning and development methods

There are a range of methods for you to develop your skills, knowledge and behaviours. It used to be that training was considered to be the main option. However, a great deal of research on learning needs and styles has dismissed the ‘training only solutions’ approach. Whilst training has its benefits there are a range of other methods that can be considered in enhancing your own development. These include:

- **Coaching** –non-directive approach to developing a particular skill or skills. Coaches are utilised to help the coachee to focus on specific areas
- **Mentoring** – utilises the same non-directive approach as coaching, but focuses on longer term development. Mentors are utilised to help the mentee to discuss pertinent issues and occasionally seek advice (in a non-directive way)
- **Job enrichment/enlargement** – undertaking new duties to enhance skills and knowledge
- **Collaborative working arrangements** – action sets/communities of practice allows the sharing of ideas and views within networks
- **Job shadowing** – observing more experienced individuals or others in other functions/organisations in order to develop more flexible skills and knowledge
- **Secondments** – gaining wider experience (and knowledge and skills) within and outside the organisation in order to develop new ways of thinking or to identify enhanced synergies between functions/networks
- **Additional research** – on-line learning, extra reading or research will provide individuals with the knowledge to apply to workplace situations
- **Social learning/networking** – sharing information and ideas with colleagues and fellow professionals to ascertain good practice and find solutions to share problems
- **E-learning** – provides learning via technology and through web 2.0 (social networking) encourages knowledge sharing and collaboration
- **Blended learning** – utilises a combination of methods that will fully integrate and support one another in order to achieve the overall learning goal/objective
- **Self-directed/managed learning** – empowers and motivates individuals through engagement strategies to identify and develop their own needs in order to enhance their own performance and develop career management techniques. Effective learners should reflect on their goals, experiences and future development in order to identify new knowledge that can be acquired and behaviours needed for new ways of working – self-directed learning
- **Training** – specific instruction led courses. Although training has been criticised occasionally for its ‘short-term perspective’, training may be appropriate to update skills and share knowledge.

Which method should I choose?

This all depends on a number of factors including:

- Time constraints
- Resource constraints such as availability of skilled staff to take on the role of coaches/mentors
- Commitment from your manager/organization

- Organizational, department and individual learning needs
- Your favoured individual learning style or styles

Learning styles focus on individual's preferences in terms of the methods used for development. For example, some individuals may prefer reading the theory around a topic or subject areas or learn better using manuals. Whereas more active individuals may want to go straight into task and learn by doing. There has been a great deal of research on learning styles and how individuals can utilize these to develop skills, knowledge and behaviours for sustainable organizational success.

Theorists involved in the analysis of learning styles provide diagnostic tools and models for assessing and individual's preferred style. It is debatable whether everyone has a permanent in-built preferred way of learning. However, the following can help inform individuals on how they can learn utilising different techniques:

VAK Learning (click [here](#))

Visual learners have a preference for pictures and written text. So learning should be recorded through the use of visuals, text, colours and diagrams. Learning can be enhanced through the use of diagrams, models and text. Tips for visual learners:

- Close your eyes to visualise a concept
- Take notes, using colour, visuals and illustrations
- Access as much visual learning as possible (e.g. DVD, YouTube)
- Draw diagrams (mind-maps, spider diagrams) of what you have learnt

Auditory learners have a preference for spoken word. Learning can be enhanced through discussing issues with colleagues and fellow professionals, listening to presentations and other auditory tools (e.g. CIPD podcasts). Tips for auditory learners:

- Position yourself where you can hear clearly
- Read key points aloud
- Verbalise presentations, interviews and meetings after the event (helps you to reflect as well)

Kinaesthetic learners have a preference for actions and body movement. Learning can be enhanced through doing, observing or demonstrations. Tips for auditory learners:

- Experiment and try to transfer knowledge to practice
- Create practical tasks e.g. role play situations with willing participants
- Take frequent breaks
- Imagine what it would be like doing the subject of discussion
- Move around to learn new things (e.g. listening to podcasts while jogging)

Kolb Experiential Learning Cycle (click [here](#))

Kolb et al, (1984) emphasised the importance that a variety in learning methods (regardless of preferred learning styles) will be of benefit to the individual's learning. Kolb through the Experiential Learning Cycle argued that individuals need to explore learning styles that they may not be comfortable with in order to become the complete learner. The principle of Kolb's learning cycle is that people learn from their experiences. Effective learning calls for learners to:

1. Become fully involved in concrete new experiences (learning on the job)
2. Observe and reflect on these experiences from many perspectives (reflective learning)
3. Use concepts and theories to integrate these observations (additional reading/research)
4. Use these theories for decision-making and problem solving (discussing what has been learnt, putting into practice with an observer feeding back)

Kolb's theory asserts that many people have a preference for a particular phase (aspect of the cycle) and so do not complete the full cycle. This may have an adverse impact on their learning.

To put this into context we use an example of an individual on developing their skills and knowledge on how to conduct the perfect presentation.

1. Concrete new experiences – the individual conducts a presentation
2. Reflect on experience – the individual receives feedback and reflects on what went well and not so well
3. Use concepts and theories – the individual may read up on theory on how to improve presentation skills
4. Use these theories – the individual may practice their presentation skills on what they have read and reflected on.

The individual may then have another concrete experience in terms of delivering a presentation and the cycle starts again – a continuous process of development and learning.

Honey & Mumford Learning Styles Questionnaire (click [here](#))

It was Kolb's model that enabled Honey and Mumford to derive their learning styles questionnaire. The aim of the questionnaire was to enhance the practicality of Kolb's model to practical situations. Their belief is that people prefer different learning methods, depending on experience, ability and the situation. Therefore, there is flexibility across the different areas. The aim is to encourage individuals to consciously analyse how they learn. Like Kolb's cycle, Honey and Mumford believed that individuals could move through the cycle at different stages and points.

The learning styles include:

- **Theorists** – learn through models, theories and frameworks. Prefer to think things through. Tend to be logical, rational and analytical. Learns through lectures, discussions, case studies, models, theory and reading.
- **Activist** – learn by doing. Embrace new challenges and experiences. Like to get involved in tasks and with others. Learn through role plays, tasks, problem solving and group discussions.

- **Reflector** – take time to think things through and likes to consider all angles. Enjoy listening to others. Learn through observing, brainstorming, lectures and one to one discussions
- **Pragmatists** – learn by applying what has been learnt to practice. Wants to know how things work in practice. Learn through coaching, doing and feedback.

The whole point of learning theory is not to categorise people into a certain fixed way of learning, but to highlight awareness of the range of learning opportunities that can be developed depending on particular preferences at a point in time. However, individuals need to be open and flexible in their approach to embracing new opportunities.

Click on [frequently asked questions](#) for more guidance on CPD

Links

- [My HR Map](#)
- [CPD](#)
- [Palgrave](#)
- [Mindtools](#)
- [PDP](#)
- [Reflective learning](#)
- [Career planning](#)

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REPORT WRITING

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Title page:

- Name and CIPD membership number
- College and Course
- Module and Assignment title
- Word count (excluding appendices)
- Hand in date

Contents page:

- Number the main sections
- Page numbers of the page on which each section starts on right hand side of the page
- List appendices with alpha sequencing and title i.e. A, B in order to which referred to in main body of the report

Introduction

- Give overall aim and objectives (latter derived from the assignment brief tasks)
- Background information about your organisation e.g. number of employees , where located, what you do (e.g. services provided), how long in business, owned by whom, mission statement
- Method of tackling the assignment – what lines of enquiry and why against alternatives; use of textbooks among other external and internal sources

Findings: (main tasks)

- Outcomes from the research conducted as described in the method above – talk about response - quantitative (ie numbers) and qualitative (ie views)
- Include some reading around the topics set eg from your textbook what should an HR function be about and how does this compare with your organisation
- Use materials from the lectures eg what legal responsibilities does an HR department have in regard to equalities issues, data protection, health and safety at work
- Source everything using Harvard referencing system including your internal sources (see last couple of pages of the student handbook)
- Maximise the sourcing and keep it current and reputable – avoid Wikipedia and generic Google searches – include internal data from eg your company's website, intranet, annual report & accounts, staff handbook, stats from your HR systems eg on absence, turnover, feedback from staff surveys, exit polls, training evaluation data
- Use sub headings linked to perhaps the objectives identified in your assignment brief/introduction
- This is the biggest section of your report by word count

Conclusions:

- Keep this section concise and don't add new theory or research findings here
- Link back to the set objectives as stated in your introduction
- Consider suggestions for improvement
- Make sure it follows logically from the evidence in the findings

Recommendations

- Keep this section concise and don't add new theory or research findings here
- Link back to the set objectives as stated in your introduction
- Examine how suggestions for improvement can be implemented (consider why you are making the suggestions, who will implement, what resources are needed (including financial resources) and the timescales)
- Make sure it follows logically from the evidence in the findings

Bibliography:

- Use referencing ensuring entries listed are in alpha order by surname, the websites have date accessed included, there are plenty of textbooks, and that stuff is up-to-date and relevant to the topic
- Don't bulk it out – it must be clear from the report that you have read this stuff
- Get suggestions from your student handbook as to suitable textbooks and websites
- Use known sources and those from UK/EU rather than global
- Make sure they are all matchable to sources quoted in your findings
- Produce this as you go along not as an add on when you have finished (see above on [referencing](#))

Appendices:

- These are likely to include the organisation chart and that of your HR Dept if big enough – use job titles not names.
- Don't try to max the amount of paper here eg ensure its needed and that it is not readily and publicly available elsewhere eg not journal articles
- Label them neatly
- They are not included in the word count
- Make sure they are all referred to in the main body of your report

Links

- [Howtobooks](#)
- [Writing](#)

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Blended Learning Guide



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1. The Selhurst Consulting Blended Learning System can be accessed from the home page of our website <http://www.selhurstconsulting.co.uk/> by clicking on 'Student Resources'



Selhurst Consulting | CIPD Courses
+44(0)208 239 1323
courses@selhurstconsulting.co.uk

- Home Page
- Courses
- The Team
- Clients
- Testimonials
- News
- Partners
- Careers
- Student Resources**
- FAQ's

Welcome to Selhurst Consulting



2. You will the need to click on the link to the blended learning website

- Home Page
- Courses
- The Team
- Clients
- Testimonials
- News
- Partners
- Careers
- Student Resources
- FAQ's
- Contact Us
- Terms of Business

Selhurst Consulting | Student Resources

Blended Learning

Selhurst consulting provides a blended learning solution
[Follow this link to visit the blended learning site \(opens in a new window\)](#)



To get more information about the blended learning site, [follow this link to download the guide \(PDF\)](#)

3. You have now accessed the 'home page' of our blended learning website, with links to course information, details on our courses, induction, study skills and access to our blended learning materials



4. Clicking on our 'Course Information' will provide details of our courses and access to our units for each course (these can also be accessed by clicking on courses)



5. Clicking on 'Induction' will, provide you with a range of tools from the CIPD and access to various aspects of the course (including the Course Information Handbook)

CIPD Blended Learning Courses

Home | Course Information | News and Networking | Courses | **Induction** | Study Skills | Contacts & Sites

Induction

CIPD Induction (click [here](#))
Induction Slides (click [here](#))
HR Profession Map (click [here](#))

Courses Information

- [Induction Overview](#)
- [CIPD Course Provision](#)
- [About L3 Foundation](#)
- [About L5 Intermediate Assessment](#)
- [Blended Learning](#)
- [Course Administration](#)
- [Study Skills Guide](#)
- [Course Information Handbook](#)

6. By clicking on 'Study Skills' you can access advice and links on all aspects of the course and developing your skills and knowledge to becoming an effective HR Practitioner. The CIPD's Profession Map is embedded into the course.

CIPD Blended Learning Courses

Home | Course Information | News and Networking | Courses | Induction | **Study Skills** | Contacts & Sites

Study Skills

Study skills will help you enhance your effectiveness on the course, the workplace and managing your own career. Areas we have covered include:

- CIPD HR Profession Map:** enables you to develop

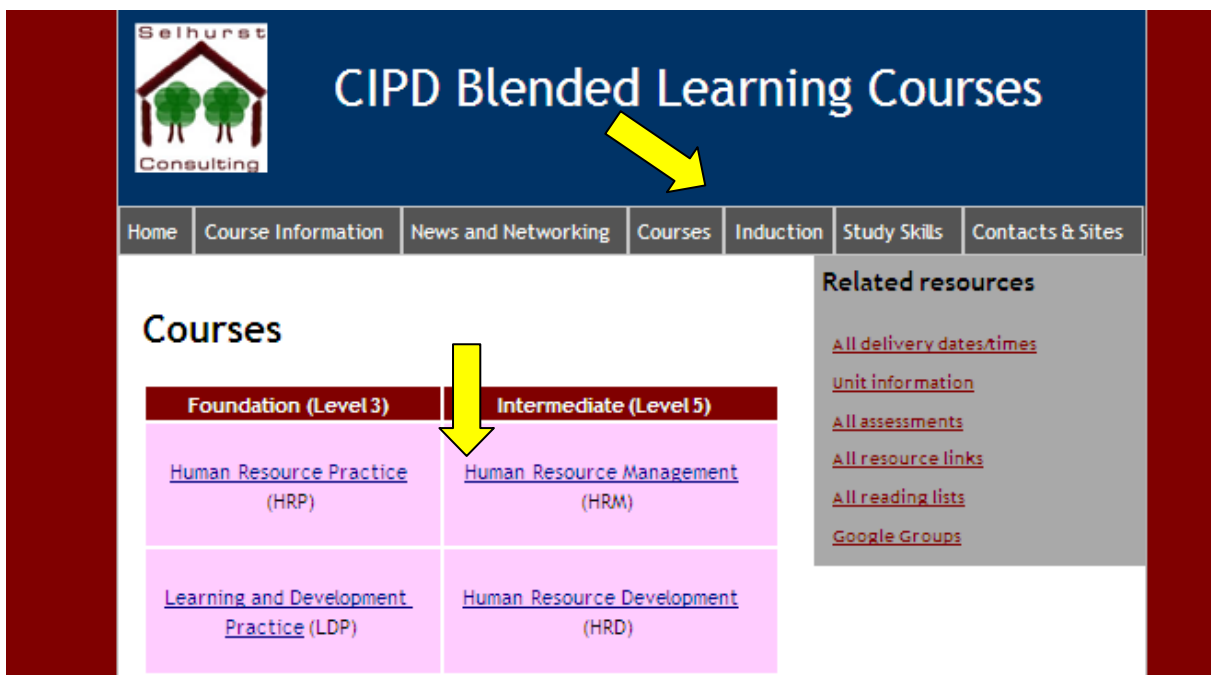
Related resources

- [CIPD HR Profession Map](#)
- [Report writing](#)
- [Making most of sessions](#)
- [Effective learning](#)
- [Referencing](#)

7. We hope to build up interesting news from yourselves and your achievements. So if you have any news to share please contact us. We have also provided networking links in order to enhance our networking skills and sharing of good practice



8. For access to our courses and our blended learning, click on courses and then click on the relevant course



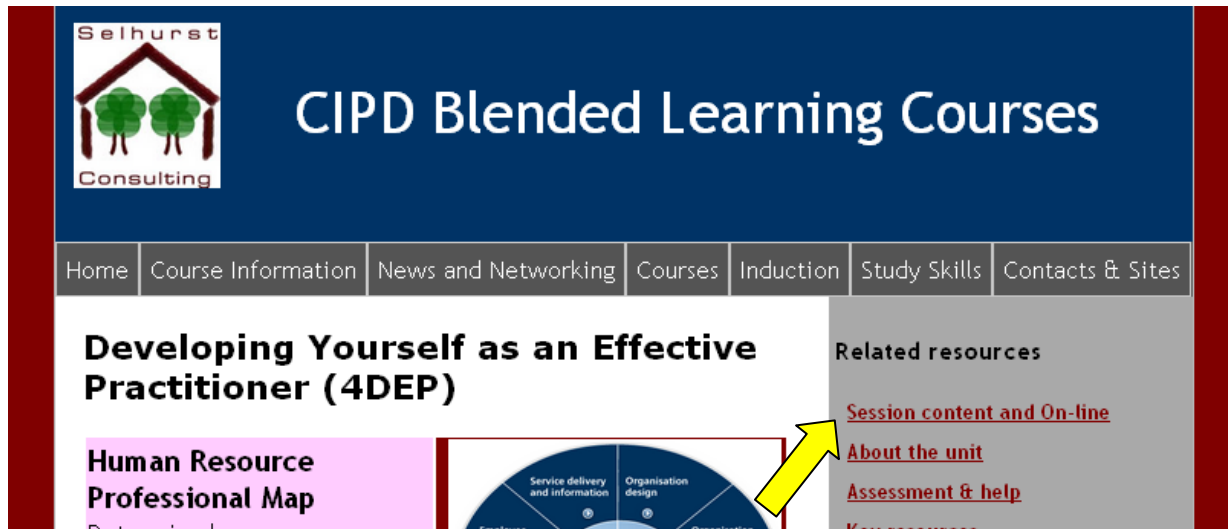
9. Once you have clicked on the relevant course, you can then click on the relevant unit to explore the blended learning content, timetabling, delivery dates/sites, resources, assessments and deadline dates.

The screenshot shows a navigation menu with tabs: Home, Course Information, News and Networking, Courses, Induction, Study Skills, and Contacts & Sites. The main content area is titled 'Foundation (Level 3) Human Resource Practice' and lists 'Award (3 credits); Certificate (28 credits); Diploma (37 credits)'. Below this, it lists 'Core Units (10 credits)' with two units: 'Developing Yourself as an Effective HR Practitioner (4DEP) (4 credits)' and 'Understanding Organisations and the Role of HR (3HRC) (4 credits)'. A yellow arrow points to the first unit. To the right, a 'Related resources' sidebar lists links: Selhurst Consulting, Course Information Handbook, Course Dates, CIPD, Assessment hand in dates, CIPD HR Professional Map, CPD, Resources, and Reading Lists.

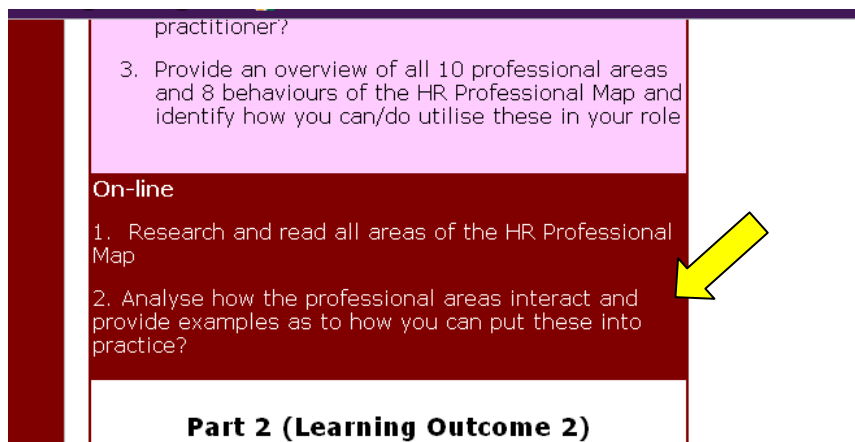
10. Once you have clicked on the relevant unit you can access further materials and information.

The screenshot shows the 'CIPD Blended Learning Courses' page for the unit 'Developing Yourself as an Effective Practitioner (4DEP)'. It features the Selhurst Consulting logo and a navigation menu with tabs: Home, Course Information, News and Networking, Courses, Induction, Study Skills, and Contacts & Sites. The main content area includes a 'Human Resource Professional Map' section with a pink background, stating 'Determine how you can contribute and add value to your organisations aims and objectives (click here)'. Next to it is a circular diagram with 'Strategy insights and solutions' at the center, surrounded by eight segments: Service delivery and information, Organisation design, Organisation development, Resourcing and talent planning, Learning and talent development, Performance and reward, Employee engagement, and Employee relations. To the right, a 'Related resources' sidebar lists links: Session content and On-line, About the unit, Assessment & help, Key resources, Delivery dates/times, Reading List, and Google sites.

11. By clicking on 'session content and on-line' you will access the session materials and on-line questions you will be expected to post via Google Groups



12. Each unit is broken up into a number of 'parts' based on the CIPD learning outcomes. However many parts the session involves generally signifies the number of 'parts' involved within the unit. For example, a unit of 5 parts generally will result in 5 evenings (or two block days) of training. You/your group will be expected to complete the on-line tasks for all 'parts' of the unit



13. All tasks will need to be completed and posted onto 'Google Groups' which is an on-line forum where we share good practice and answers to the question. The CIPD External Assessor may also monitor your answers as well. Your answers are not formally marked but general feedback will be provided. Click on 'Google Sites' and then choose the cohort you are studying with (see below)

Selhurst Consulting

CIPD Blended Learning Courses

Home | Course Information | News and Networking | Courses | Induction | Study Skills | Contacts & Sites

Developing Yourself as an Effective Practitioner (4DEP)

Human Resource Professional Map
Determine how you can contribute and add value to your organisations aims and objectives ([click here](#))

Related resources

- [Session content and On-line](#)
- [About the unit](#)
- [Assessment & help](#)
- [Key resources](#)
- [Delivery dates/times](#)
- [Reading List](#)
- [Google sites](#)

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Google Groups

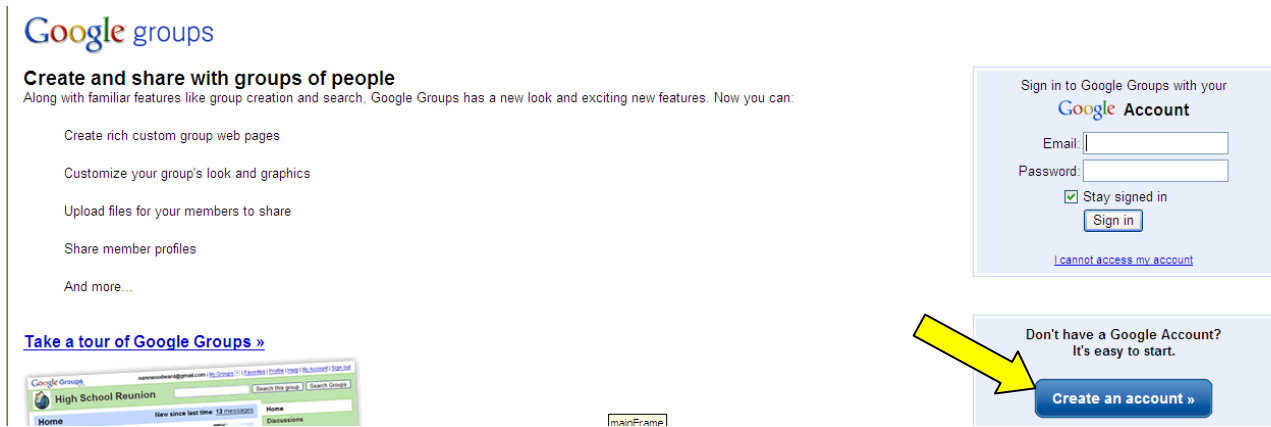
Level 3 Foundation

Gibraltar	Bulgaria
GOSH (Weekends)	GOSH (Weekdays)

Related resources

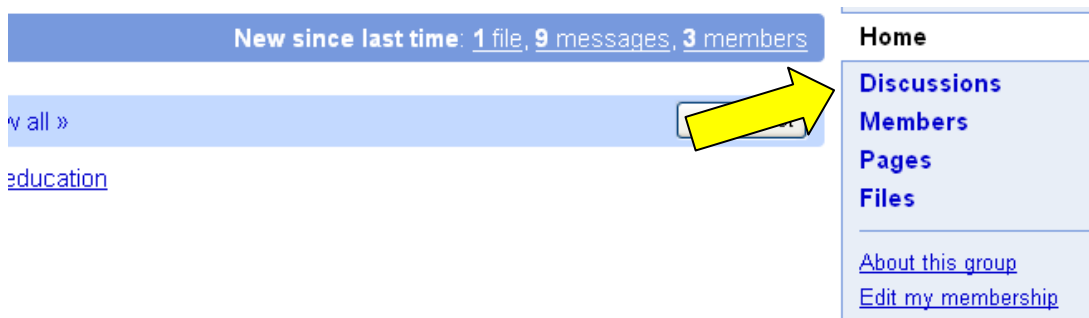
- [Selhurst Consulting](#)
- [Course Information Handbook](#)
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14. You will need to register with Google first of all (click on 'create an account'). So follow Google's Instructions. Once you have registered and been given permission you can now start communicating with your colleagues and putting your answers onto Google Groups. First you would need to sign in



The image shows the Google Groups homepage on the left and a sign-in/sign-up form on the right. The homepage features the Google Groups logo, a heading "Create and share with groups of people", and a list of features: "Create rich custom group web pages", "Customize your group's look and graphics", "Upload files for your members to share", "Share member profiles", and "And more...". Below this is a link "Take a tour of Google Groups »" and a small thumbnail of a group page titled "High School Reunion". The sign-in form on the right has the heading "Sign in to Google Groups with your Google Account", fields for "Email:" and "Password:", a checked "Stay signed in" option, and a "Sign in" button. Below the form is a link "I cannot access my account". A yellow arrow points from the "Create an account" button in a separate box below the sign-in form to the "Create an account" button in the form itself.

15. Through discussions and clicking on 'new post' you can add messages



The image shows a Google Groups group page. At the top, a blue bar displays "New since last time: 1 file, 9 messages, 3 members". Below this is a search bar with "v all »" and a "education" link. A yellow arrow points from the search bar area towards the right. On the right side, there is a vertical navigation menu with the following items: "Home", "Discussions", "Members", "Pages", "Files", "About this group", and "Edit my membership".

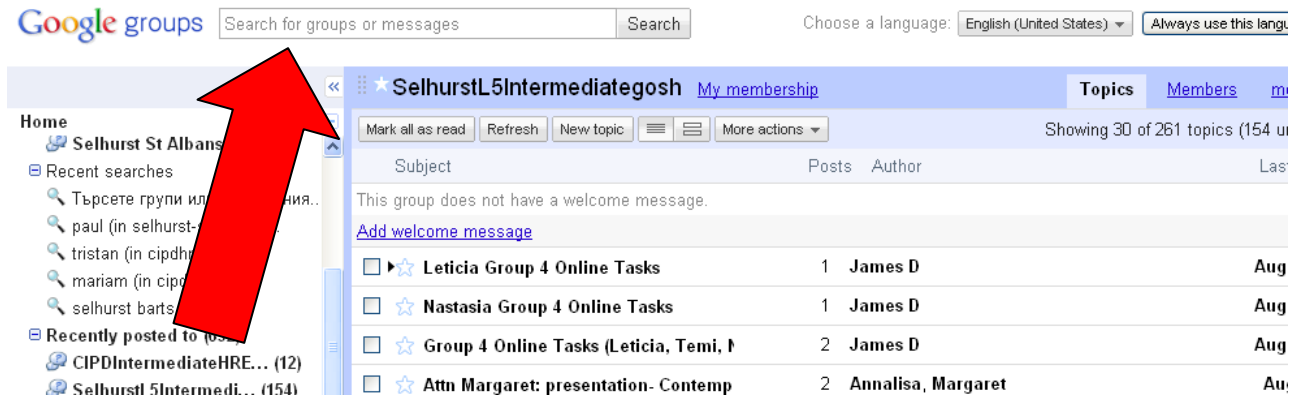
16. Members can: change their settings; edit membership; and unsubscribe

The screenshot shows the 'Membership' settings page for a Google Group. On the left, there are options for how to read the group (mail, read on web, digested email, digest email, or full email) and a field to enter a name for the group. A 'Save these settings' button is at the bottom. In the center, there is an 'About this group' box with a description and a group email address. A yellow arrow points from the 'About this group' box to the 'Unsubscribe' button. Another yellow arrow points from the 'Unsubscribe' button to the 'About this group' box. On the right, there is a sidebar with navigation links: Home, Discussions, Members, Pages, Files, About this group, and Edit my membership. A red arrow points from the 'Edit my membership' link to the 'View this group in the new Google Groups' link.

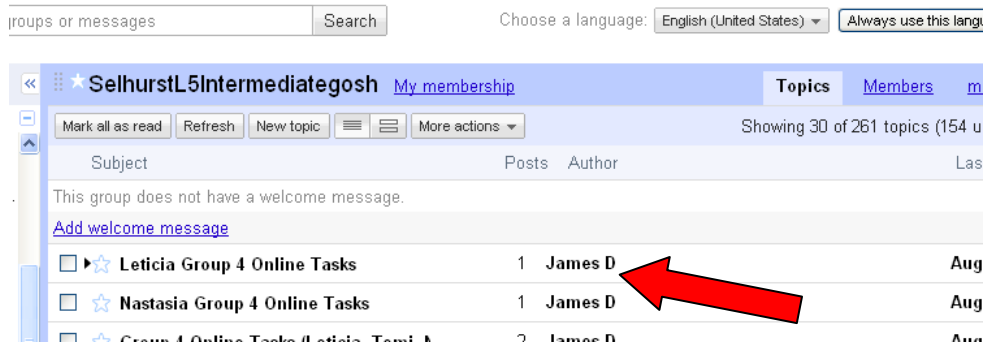
17. 'New Google Groups' provides an improved way to participate in online discussions. To access 'New Google Groups'. Log in to Google Groups and then click on the link to New Google Groups

The screenshot shows the 'Home' page of a Google Group. At the top, there is a 'Home' header and a '[edit welcome message]' link. Below that, there is a 'Members' section with 2 members listed: Kevin (Member) and Tristan (you) (Group owner). There is a '+ invite members' button. Below the members list, there are four action buttons: 'Start a new discussion topic', 'Create some pages', 'Upload some files', and 'Tune your group's settings'. A red arrow points from the 'Upload some files' button to the 'View this group in the new Google Groups' link in the sidebar. The sidebar on the right contains navigation links: Home, Discussions, Members, Pages, Files, About this group, Edit my membership, Group settings, Management tasks, Invite members, and View this group in the new Google Groups.

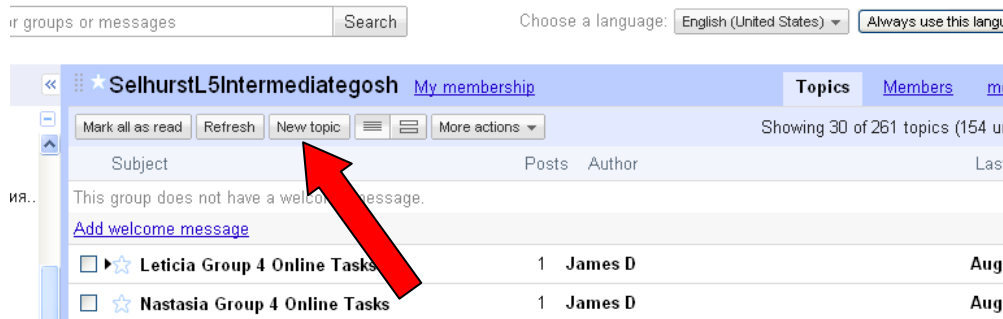
18. The new Google Groups enables you to examine your recently viewed groups and provides details of discussions. There is also a 'search' function to search for particular items in given Google Groups



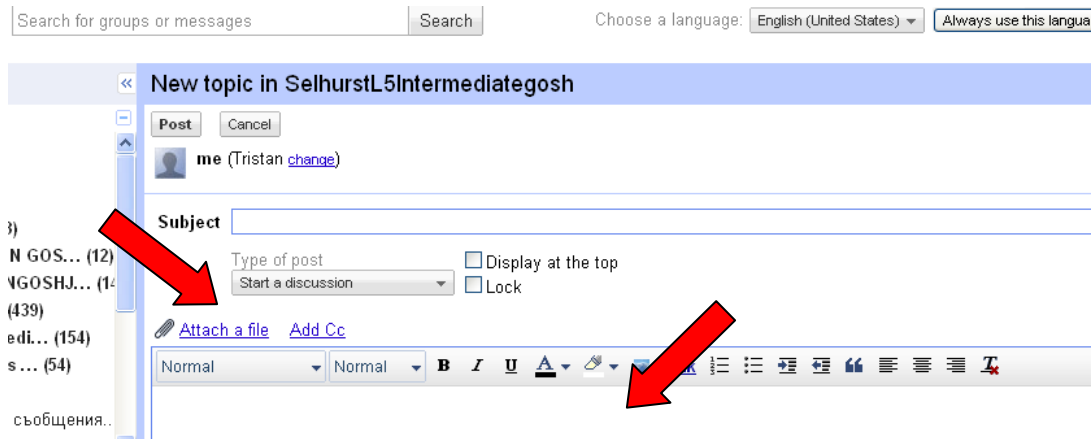
Click on a discussion of your choice to open the discussion



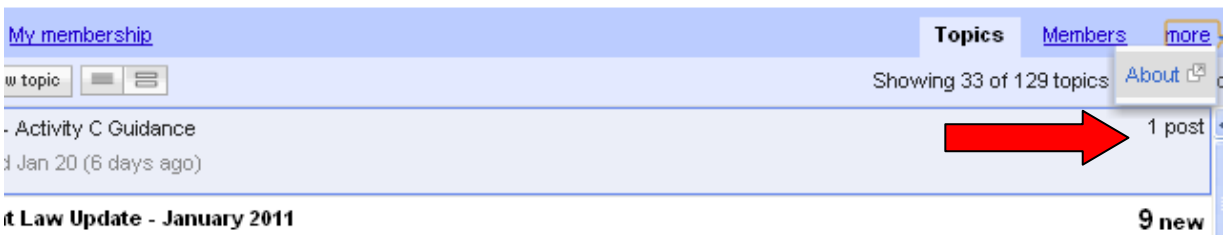
19. You can add a New Topic (and attach files) by clicking on 'New Topic'



20. You are able to word process and change the look of your text (e.g. bold, underline and add hyperlinks) when writing discussions. In addition you are able to attach files to your discussions.



21. To get access to additional information



22. Scroll down and then you can then choose the relevant month



23. Once you have picked the relevant month you can put messages in date order and see who sent what and when

Screenshot of a Moodle forum interface for the group 'SelhurstL5Intermediategosh'. The main content area shows a post titled '5MHR Group 5 online task, week 5 (Rocheline, Rashidah, Kathy, Michelle, Jenn)'. A red arrow points to the 'Sort by date' link in the left sidebar, indicating that messages can be sorted chronologically. The main content shows a post by Jenn Talbot dated Jun 1, 2:44 pm, with the text: '1. Identify 3 organisations that are employers of choice and analyse the factors that have contributed to this? Rocheline (answer to follow)' and '2. Analyse how discretionary effort and flexible working can have an impact on organisational performance? Rashidah'. The right sidebar contains navigation links for Home, Discussions, and Members.

Click [here](#) for a link to the blended learning system

Terms of Business, Learning Agreement and Declaration



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SELHURST CONSULTING LIMITED - TERMS OF BUSINESS

1. Interpretation

“Selhurst Consulting Limited/SC/Our” means we the company who provide the course and all persons acting on behalf of the company. “Student/You/Your” means the individual enrolled/enrolling on to a course with Selhurst Consulting Limited. “CIPD” means The Chartered Institute of Personnel and Development.

2. Acceptance of terms

2.1 These terms of business and the information you provide when enrolling for a course comprise the agreement pursuant to which, once your enrolment is accepted, Selhurst Consulting Limited (hereafter to be referred to as SC) will provide the requested course, including materials, to the student.

2.2 By submitting your enrolment form, you agree to be bound by these terms and conditions.

2.3 A binding contract is formed when SC accepts your enrolment form to join a course and sends you or your employer confirmation by email. Under the *Consumer Protection (Distance Selling) Regulations 2000* you then have 7 working days in which to cancel in writing via email, after which the payment terms as set out below become effective immediately.

3. Payment Terms

3.1 Where payment is being made by the Student it must be received by SC within 30 days of the date of the invoice or the start date of your course whichever is sooner. Where your employer is making the payment it must be made within 14 days of the date of the invoice. Payment should be made by BACS to the account quoted on the invoice and quoting the invoice number or by debit or credit card by telephoning the SC office on 0208 239 1323 between 9 am and 5.30pm Monday to Friday. Payment can be taken outside business hours by prior mutual agreement with SC. **Please note that a charge of 2½ % will be made for credit card payments**

3.2 Where an employer is to pay for a course on behalf of a member of its staff, both the staff member and employer shall be jointly and severally liable for all unpaid invoices.

3.3 Where the Student is self-funding SC may agree to payment of course fees by instalments. 25% of the invoiced amount must be received by SC within 30 days of the date of the invoice or the start date of your course whichever is sooner. Payment should be made by BACS. The remaining 75% may be paid in a maximum of three instalments within 90 days of the start of your course.

The charge for payment by instalments is 5% of the total course fee (including VAT).

3.4 Where payment by instalments is agreed, the Student should set up a standing order with their bank and send an e-mail to SC stating how much and on which date(s) the remaining payments are expected.

3.5 If any payment is not paid by its due date SC may: (i) charge 5% interest on any unpaid amount; and/or (ii) refuse entry to the Student to any course or any module thereof; and/or (iii) delay publication of assessment results; and/or (iv) terminate this agreement if any payment is 14 days or more late. However, outstanding fees will still be payable.

4. Classroom Courses

4.1 SC will provide on-line access to SC materials to Students attending courses after their first day of attending the course. Students' personal CIPD set textbook will be supplied within one month of commencement of the course as will access to student membership of the CIPD.

4.2 Personal possessions are the sole responsibility of the Student and SC accepts no responsibility for anything that is lost or stolen from its venues. Students are advised to keep valuables with them at all times.

5. Intellectual Property

5.1 All intellectual property rights in all SC course materials belong to and shall remain the property of SC and neither the Student nor any other person shall obtain any intellectual property rights in any SC course materials.

5.2 SC grants the Student a non-transferable, non-exclusive licence to use the SC course materials strictly for the purpose of participating in the relevant course and to use the same for the Student's own educational, non-commercial purposes.

5.3 You shall ensure that SC course materials with which you are supplied by SC are only made available to and accessed by you in accordance with clause 5.2 and you must not make available, copy, disseminate, sub-license, distribute, sell, publish, broadcast or otherwise supply in any medium any such materials to any third party.

5.4 The Student shall indemnify SC against all liability, loss, damage, costs and expenses (including legal costs), whether direct or indirect, incurred by SC arising out of any breach of any of the provisions of this clause.

6. Cancellation and Deferral

6.1 Transferring to an alternative course date (for whatever reason): two free transfers can be made after which there will be a £50 administration charge for each further request (payable immediately) and £100 for each further request

6.2 There is no charge to an employer who changes the name of the employee to be sponsored before the start of the course.

6.3 Without prejudice to the rights of the Student under *the Consumer Protection (Distance Selling) Regulations 2000*, if the Student wishes to cancel a course, the Student may do so by written notice via email to SC prior to the course start date and shall be liable to pay the following charges: (a) if 30 days' or more notice is given in advance of the course start date, a charge equal to 50% of the total price for the course; or (b) if less than 30 days' notice is given in advance of the course start date a charge equal to 100% of the total price for the course.

6.4 If the Student fails to attend the course, for whatever reason, the full course fee is payable.

7. Data Protection

7.1 The Student agrees that, in relation to any personal data provided by or on behalf of the Student to SC, SC may use such personal data to: (i) perform its obligations (including its obligations to the CIPD); (ii) enforce its rights under this agreement; (iii) inform the Student about courses, products or services which SC believes may be of interest; (iv) inform the Student of feedback from a course; (v) where the Student's employer pays the course fees and at the request of the employer provide the Student's employer with information regarding the Student's progress, results and attendance.

8. Confidentiality

8.1 SC and the Student shall keep confidential any information relating to either party (SC or the Student) which is either marked "confidential" or which ought to be reasonably assumed is confidential and which is disclosed to it by the other party and shall only use such information in relation to the provision of courses.

8.2 Confidential Information shall include (but not be limited to) discussions within the classroom and written assignments, which, for example, relate to company procedures and/or policies.

9. Termination

9.1 This agreement may be terminated immediately if the Student fails to pay any instalment of the invoice payment or, if applicable, the Student's employer fails to pay the invoice, in either case within 14 days of the required payment date. On termination any outstanding fees shall be payable in full forthwith.

10. Force Majeure

10.1 SC will not be liable for any failure to perform, or any delay in the performance of any of its obligations under this agreement that is caused by an event(s) outside the control of SC, such as natural disasters, that could not be avoided through the exercise of due care

Personal Details	
Family Name:	
First Name(s):	
E-mail	Work:
	Home:
Data Protection Consent	
<p>Selhurst Consulting is registered under the Data Protection Act 1998. Data collected about you from information provided in this Application Form, the telephone interview record and during the programme in relation to your progress through studying for your chosen CIPD qualification, will be used by Selhurst Consulting and its Associates to enable contact with you, to maintain records of your achievements, to contact you concerning undertaking additional study with Selhurst Consulting, and to notify the CIPD for membership and certification purposes.</p> <p>In addition Selhurst Consulting is required by the CIPD to retain candidate records for a minimum of three years and to retain a representative sample of student assessed work sufficient to monitor quality over time and to make this available to the CIPD. Apart from the CIPD, Selhurst Consulting will not pass any data to any other third party.</p>	

Declaration by Student	
<p>I acknowledge that I have read and understood the information in Course Information Handbook and relating to Data Protection and accept the collection, use and retention of this data.</p>	
Signature of Applicant:	Date:

Approval by Representative of Selhurst Consulting Ltd (Learning Provider)

Please return your completed form and Learning Agreement to us at enquiries@selhurstconsulting.co.uk; if you prefer to post your application form our address is Selhurst House 135 South Norwood Hill London SE25 6DD