Programme Specification:

DIPLOMA IN HUMAN RESOURCE MANAGEMENT (HRM) (SCQF LEVEL 11)

Contents

Introduction and Summary

The Diploma in Human Resource Management (HRM) (SCQF Level 11) is a Regulated Qualifications Framework (RQF) equivalent Level 7 qualification. It is designed to offer learners without prior HRM experience the knowledge and skills they need to be operationally effective in a career in the HRM field. For those learners that do have prior experience in HRM and who also possess a professional qualification, the pathway through this programme will develop their professional competence.

The programme has been produced to conform to the requirements of the RQF/SCQF, the CFA National Occupational Standards CHAHR10 and 14 HRM and the Quality Assurance Agency (QAA) Master's in Business and management subject benchmark statement.[1]

Aims

The aims of this programme will allow learners to:

- Gain a sound and coherent foundation in HRM, such that they will be able to define and execute practical HRM interventions that exist in professional practice

- Synthesize and critically evaluate theoretical frameworks of strategic HRM, business ethics, design and innovation as applied to HRM

- Demonstrate an understanding of the practical value of these frameworks in a range of strategic business situations

- Create frameworks for understanding and analysing HRM processes in diverse organisational types, encountering different and changing HRM environments

- Develop practical research and analytical capabilities in the context of HRM-driven strategy

- Review, modify, synthesize and apply transferable HRM concepts and skills in the management of human resources

- Critically assess HR data and information from a variety of organisations and use this for strategic HRM and decision-making

Teaching, Learning and Assessment

The Diploma in HRM (SCQF Level 11) is designed for learners who have gained a considerable degree of subject knowledge and proficiency from undergraduate studies, experience within the workplace, or both. The approach to study is essentially one of self-direction, critical reflection and exposure to situations where individuals can evidence learning through presentation, seminar delivery, group work and interactive discussion groups. Participants are encouraged to apply knowledge and to show a critical awareness of current management situations and problems.

Assessment strategies in the units have been designed to allow students to evidence practical skills of data management and manipulation, synthesis of ideas in application, and to communicate outcomes to others in different HRM situations.

Entry Requirements

One of the following:
- Level 6 Diploma, or Bachelors Degree, or
- 5 years managerial experience (evaluated on a case-by-case basis)
- English language

Progression

Learners completing the Diploma in HRM (SCQF level 11) will be able to progress to the Master's stage of an MA in HRM programme.

Curriculum

The Diploma in HRM is a SCQF level 11 (RQF- equivalent Level 7) programme, and is abbreviated to BMS on the table below. The programme consists of 6 units, all of which are compulsory as shown:

L11 Dip HRM Compulsory Units		
Unit Title	QCF/SCQF Level	Credits
Contemporary HRM	7/11	20
Leading, Managing and HR Development	7/11	20
Resourcing, Talent Management and Development	7/11	30
Performance Management	7/11	20
Employee Relations	7/11	10
Investigating a Business Issue from an HR Perspective	7/11	20
	Total Credits	120

National Occupational Standards (NOS)

The table below maps the knowledge covered in the Diploma in Human Resource Management (HRM) (SCQF level 11) against the underpinning knowledge of units from the NOS for HRM

Diploma in Human Resource Management (SCQF Level 11) Unit Titles	NOS Units: CFAHR10 Manage reward and recognition strategies	NOS Units: CFAHR14 Plan structure and design of the HR function
Contemporary HRM	K1, K2, K3, K4, K16	K1, K2, K3, K10, K12
Leading, Managing and HR Development	K1, K2, K3, K8	K1, K2, K3, K4
Resourcing, Talent Management and Development	P1, P2, P3, P5, P6, P9, P10, P11.P12	K5, P9
Performance Management	K1, K2, K8, K14, P4, P1, P9, P13, P15	K7, K10, P8
Employee Relations	P1, P7, P8, P9, P10, P12	K7, K11, K12, K13, P1, P4
Investigating a Business Issue from an HR Perspective	P1, P2, P4, K1, K2, K3	K7, K8, K10, P5, P6

QAA Benchmark Statements

The Level 7 Diploma in HRM is a RQF-equivalent Level 7 qualification, and has been mapped to sections 3.8 and 3.13 of the QAA Master's benchmark statement in 'Business and Management' 2015, with particular reference to Type 1 master's degrees (see link here for more information). Note that there are no master's subject benchmark statements for HRM.

The following table of learning outcomes for this programme have been produced with reference to the benchmark statement's learning outcomes.

Dip HRM Unit Title (all units are 20 credits)	QAA subject benchmark statement paragraph references*
Contemporary HRM	M3.8, 3.12v, vii, viii, ix
Leading, Managing and HR Development	M3.8, M 3.12 v, M3.13i, ii, M3.13v,
Resourcing, Talent Management and Development	M 3.13 ii, vi,
Performance Management	M 3.13 iv, vii, viii
Employee Relations	M 3.13 ii and ix,
Investigating a Business Issue from an HR Perspective	M 3.13 ii, iv, v, vi, ix,

- **M = master's SBS**

Learning/teaching methods and strategies

The learning outcomes will be achieved by the use of the following learning and teaching methods and strategies:
• Learning and teaching situations such as lectures, tutorials and seminars
• Live and simulated case studies
• Independent and group activities (class and non-class based)
• Guest speakers and subject specialists
• Personal and professional reflective practice and self-criticism

Assessment Methods and Strategies

The following assessment strategies will be adopted to achieve the learning outcomes:
Formative assessment will include:
• Peer review of work between individuals and groups
• Material presented in class where clarity of argument, theoretical bases and evidence of depth of thought is supported with references to theory and currency of thought
• Feedback in class situations on topics of current interest, and from textual material and research papers and articles
• Evidence of the breadth of research may include internet sources where appropriate to the curriculum topics covered
Summative assessment will be by assignment but the work needed may involve:
• Individual/group assessment
• Summative self-evaluation and critical reflection
• Written and/or oral forms of submission/presentation
• Case study evaluation for assignments
• Oral presentations both as groups and individuals

Contemporary Human Resource Management

Unit Summary

Equivalent RQF Level	**7**
Credit Value	**20**
Learning Time (hours)	**200**
Organisation name	**EduQual Ltd.** (Company Number 8913632)
As part of (Award Title)	**Diploma in Human Resource Management (SCQF Level 11)**
Unit purpose	To provide learners with ability to understand and analyse the impact of main internal and external environmental forces on organisational strategy and management of people. Also to enable the learner to analyse a range of organisational contexts and how they develop ways to respond such environmental forces and the role of HR professionals in contributing to it.
Unit Entry Requirement (if applicable)	See Programme Specification.

Learning Outcome 1

Critically evaluate the environment of modern organizations and the changing nature of contemporary HRM

Performance Criteria *On completion of this unit, the learner can:*	Content/Evidence *The learner must have shown ability to:*
1.1 Critically evaluate the key internal and external environmental forces impacting upon organizations	Introduction to organisational environment and internal and external factors that impact a company. Use of techniques such as PESTEL, STEEP and SWOT analysis to evaluate impact. The use of stakeholder analysis to identify interested parties both inside and outside the organisation.
1.2 Analyse the changing nature of HRM in response to environmental forces	Identify the consequences in the short, medium and long term of environmental forces and assess the strategic position of an organization. Align HR and business strategies (scenario construction and planning; the psychological contract etc.).

Learning Outcome 2

Critically evaluate the impact of changes to the structure and nature of industry, employment law and working patterns on HRM

| Performance Criteria
On completion of this unit, the learner can: | Content/Evidence
The learner must have shown ability to: |
|---|---|
| **2.1**

Evaluate the impact of globalization and international forces on organisational HR strategies and practices | Sectoral changes, manufacturing and service sectors; size and structure; globalisation and internationalization, demographic, social and economic changes |
| **2.2**

Evaluate the impact of demographical, social & technological trends on HR strategies and practices | Work-life balance; atypical work; the changing nature of work; occupational stress, work intensification, the flexible firm model core and peripheral workers; changing expectations and materialism, management and leadership style; job satisfaction. |
| **2.3**

Evaluate the impact of demographical, social & technological trends on HR strategies and practices | Work-life balance; atypical work; the changing nature of work; occupational stress, work intensification, the flexible firm model core and peripheral workers; changing expectations and materialism, management and leadership style; job satisfaction. |

Learning Outcome 3

Explain the process of strategic management and evaluate the role of HR professionals in contributing to it

| Performance Criteria
On completion of this unit, the learner can: | Content/Evidence
The learner must have shown ability to: |
|---|---|
| **3.1**

Explain strategic contexts and terminology | Strategic planning process and development of HR strategies, planned emergent and incremental strategies; vertical and horizontal integration, scenario planning, organisational goals, mission, vision, values |
| **3.2**

Carry out a stakeholder analysis and environmental audit for a selected organisation | Evaluation of expectations of stakeholders; ethics and culture; debates about strategy; the rational approach to strategy; tools and techniques of environmental analysis; shaping the external environment; the emergence of HR strategy; |
| **3.3**

Evaluate the role of HR professionals in strategic planning | Role of HR Professionals in formulating and implementing strategies |

Learning Outcome 4

Evaluate the application of HR practices in a range of organisational contexts

Performance Criteria *On completion of this unit, the learner can:*	Content/Evidence *The learner must have shown ability to:*
4.1 Explain a range of organisational contexts	Private, public, voluntary. Organisational size and structure, unionisation, industry sector, culture, competitive environment etc.
4.2 Evaluate the role of the HR function in above identified organisational contexts in achieving set goals and objectives	Management and leadership, managing and managerial functions within organisations; power, authority and influence; the search for managerial legitimacy; organisational core competencies; customer care; quality, innovation and creativity and cost leadership strategies; employee performance management; models and roles of the HR function; forces shaping the HR agenda; the politics of management and the change agenda

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.

Full guidance on delivery and assessment is available from EduQual upon request.[1] Where Recognition of Prior Learning (RPL) is a valid option for learners that meet some (or all) of the assessment criteria outlined for a given unit, readers are referred to **EduQual's Recognition of Prior Learning Policy**. This policy is available online, or by request.[2]

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

Request it from the email address shown in the footnotes on this page

Access it from their own EduQual Dropbox folder.

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to the unit and the programme of assignments
Presentation on the nature of modern organizations and changing nature of contemporary HRM
Presentation on the impact of changes to the structure and nature of industry, employment law and working patterns on HRM
Presentation on process of strategic management and the role of HR professionals in contributing to it
Presentation of stakeholder analysis and environmental audit
Presentation on the diverse application of HR practices in a range of organisational contexts
Review of unit and programme of assignments

Programme of Suggested Assessment/Assignments

Assessment criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2	AS1- Task 1	Select an organisation which you are familiar with and assume that you have been recently appointed as the Human Resource Manager. You are required to produce a comprehensive report to the board of directors on the changing nature of Human Resource Management in modern business context and its impact on your organisation. The report must focus on following aspects: **Stage 01;** Discuss vision, mission, values, objectives, goals and core competencies of the selected organisation indicating possible strategic planning techniques that can be used for such organisational context. **Stage 02;** Conduct comprehensive organisational audit for selected organisation and recognise the significance of its stakeholders assessing their power and interest. (Use tools such as SWOT and stakeholder analysis) **Stage 03;** Briefly discuss the consequences of short, medium and long term environmental forces upon the organisation and their degree of impact as (+/-) positive or negative on your organisation. (PESTEL analysis) **Stage 04;** Recommend possible HR strategies for your organisation and show how those strategies help to achieve overall business strategies. Briefly discuss your role in the HR strategy formulation and implementation.	Report 3000 words

		Stage 05; Identify different organisational contexts private, public and voluntary. Analyse the impact of your organisation's operational structure and culture in relation to HR practices. **Stage 06;** Briefly discuss the concept of globalisation, internationalisation, work-life balance and explain their impact on HR practices of your organisation. Briefly explain the current legal consideration with respect to the human resource management context. Candidates are expected to adhere to the policies and guidelines provided.	

List of Learner Sources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources upon completion of this unit.

Textbooks
Armstrong's Handbook of Human Resource Management Practice, 11th Edition (or latest edition)
Strategy and Human Resource Management, Peter Boxall and John Purcell, 3rd Edition

Journals
The International Journal of Human Resource
Management Human Resource Management Journal
Human Resource Management International Digest

Websites	
Contemporary Human Resource	https://www.researchgate.net
Forbes	http://www.forbes.com
Mind Tools	http://www.mindtools.com/
Free Management Library	http://managementhelp.org/

Leading, Managing and HR Development

Unit Summary

Equivalent RQF Level	**7**
Credit Value	**20**
Learning Time (hours)	**200**
Organisation name	**EduQual Ltd.** (Company Number 8913632)
As part of (Award Title)	**Diploma in Human Resource Management (SCQF level 11)**
Unit purpose	To provide learners with the skills to diagnose, evaluate and propose solutions for problems arising in relation to leadership, management and development of human resources in a range of organizational contexts. Learners will be able to appraise the effectiveness of organizational strategies, processes and practices in efficient and effective leadership and management, and evaluate the contribution of HRM/HRD practitioners to organizational change.
Unit Introduction	Leading, managing and developing people is an integral part in day-to-day operations of an organization. Organizational Performance can be enhanced through proper leadership and development of people. This module provides an in-depth knowledge of HRM and HRD, considering an array of theories, models, tools and techniques which will support the learner to develop necessary skills and knowledge in successful leading, managing and developing human resource within an organization.
Unit Entry requirement (if applicable)	See Programme Specification.

Learning Outcome 1

Critically evaluate the theoretical and conceptual basis for HRM and HRD in organizations and major contemporary developments in this area

Performance Criteria *On completion of this unit, the learner can:*	Content/Evidence *The learner must have shown ability to:*
1.1 Evaluate different approaches to developing HR strategy and contemporary developments	The People- Performance link- best practice, contingency and resource-based approaches to developing HRM strategy, contemporary developments in HR strategy and practices
1.2 Evaluate the links between HR strategy and organizational performance	Evaluation of the theoretical and practical links between HR strategy and organizational performance
1.3 Evaluate the role of different approaches in creating high performing organization	Characteristics and features of high performing organizations and differentiating factors resulting in high performance and barriers to it The role of concepts of discretionary behaviour and discretionary effort, motivation, ability, corporate citizenship, attitude, empowerment and in creating high performance. Examples (e.g. Nucor Steel, Toyota, Google etc.)

Learning Outcome 2

Evaluate the nature of leadership and its contribution to individual, group and organizational development

Performance Criteria *On completion of this unit, the learner can:*	Content/Evidence *The learner must have shown ability to:*
2.1 Analyse the nature and approaches to the study of leadership	Defining leadership, understanding different approaches to the study of leadership and leadership styles.
2.2 Critically evaluate the significance of the leadership role in creating and sustaining high performing organization	Identify the relation between leadership and management and theoretical evidence of the role of leadership to organisational success and effectiveness The role of leadership in creating and sustaining high performance working, transformational leadership and role of leadership in designing, implementing and sustaining strategic organisational change

Learning Outcome 3

Evaluate the contribution of HRM and HRD functions in an organization

| Performance Criteria
On completion of this unit, the learner can: | Content/Evidence
The learner must have shown ability to: |
|---|---|
| **3.1**

Critically evaluate the aims, objectives and practices of HRM and HRD | HRM and HRD in different organisational contexts, changes in organisational form; organisational structure and culture; organisational communications; concepts of flexibility and job design |
| **3.2**

Analyse and explain organizational dynamics | Organisational dynamics - the nature of groups, group dynamics and processes; managing organisational conflict; power and politics in organisations |
| **3.3**

Formulate and evaluate strategies in different functions of HR Management and Development | The development of systematic strategies and practices in employee resourcing, retention, learning and development, employee relations, performance management and reward; the psychological contract; practical approaches to delivering genuine involvement, commitment, engagement, discretionary behaviour and value-adding contribution |

Learning Outcome 4

Critically evaluate ethical approaches to HRM and HRD practice in organisations

| Performance Criteria
On completion of this unit, the learner can: | Content/Evidence
The learner must have shown ability to: |
|---|---|
| **4.1**

Evaluate the changing role of HR function in an organization | The role and organisation of the HR function; the HR role; changing models of HR service delivery; evaluating the HR contribution to organisational performance |
| **4.2**

Explain the ethical approach to HR functions | Business ethics and corporate social responsibility; professional ethics |
| **4.3**

Analyse and reflect on personal learning, professional development and practice | CIPD professional standards; continuous professional planning and development, evaluation of own learning styles and development |

Learning Outcome 5	
Critically evaluate change management practices	
Performance Criteria *On completion of this unit, the learner can:*	**Content/Evidence** *The learner must have shown ability to:*
5.1 Identify the need for organizational change and barriers in selected organisations	Changing organisational environments, analysing the context of change; the nature and scope of strategic organisational change; organisational and individual barriers to change
5.2 Evaluate the contribution of leadership, management and development of people to strategic organisational change	Leadership and management roles in designing, implementing, managing and maintaining strategic organisational change.

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.

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Outline Learning Plan

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Topic and Suggested Assignments / Activities / Assessment
Introduction to the unit and the programme of assignments
Presentation on the theoretical and conceptual basis for HRM and HRD.
Presentation on the principles, values and approaches to people leadership and organisational
Presentation on the link between people leadership and management and differentiate the performance within a range of organisational perspective.
Presentation on the effectiveness of organisational systems, strategies, processes, behaviours and practices in effective people leadership and management.
Presentation on the design and implementation of HRM strategies and processes.
Presentation on the identification of personal learning needs, professional development and
Evaluation of the strategic role of leadership and management and their contribution to organisational change.
Review of unit and programme of assignments

Programme of Suggested Assessment/Assignments

Assessment criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2		Students are expected to complete a report of 3000 words which consist of 5 sub tasks each fulfilling the specific Learning outcome. Candidates are expected to adhere to the policies and guidelines provided.	A staged report

List of Learner Sources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources upon completion of this unit.

Textbook
Armstrong, M, Armstrong's Handbook of Human Resource Management Practice, 13th Ed, 2014 Kogan Page (various editions available) John, P.W., Human Resource Development, 2nd ED, 2005 Clareth, H., Marilyn, B., Managing Human Resource Development Programs, 2015

Journals
Human Resource Development Journal South Asian Journal of Human Resource Management

Websites	
http://www.simplehrguide.com/hr-processes.html	HR Management Guide
http://www.forbes.com	Forbes
http://www.mindtools.com/	Mind tools
http://managementhelp.org/	Free Management Library

Resourcing, Talent Management and Development

Unit Summary

Equivalent RQF Level	**7**
Credit Value	**30**
Learning Time (hours)	**300**
Organisation name	**EduQual Ltd.** (Company Number 8913632)
As part of (Award Title)	**Diploma in Human Resource Management (SCQF level 11)**
Unit Purpose	The purpose of this unit is to develop competence in understanding and critically evaluating employment markets and demographic trends to create and implement effective, ethical and appropriate resourcing, retention, talent management and development strategies. Learnes will assess the role of HRM professionals in designing, implementing and evaluating strategic planning relevant to employee resourcing, talent management and development
Unit Introduction	The development of human assets contribute to the overall success of an organization through providing learning, development and training opportunities to improve individual, team and organizational performance. It is equally important to resource the right talent and encourage developing skills and knowledge to achieve their potential to enable the organization to meet its strategic objectives. Having acquired resources it is also necessary to retain effective performers. However, it may also be necessary to dismiss people from organisations and to re-balance the organisation as a result of restructuring and wider strategic pressures.This module focuses on the activities concerned with resourcing and mobilising the organisation; focusing not just on the practical aspects of recruitment, selection, employee retention and dismissal, but also on the strategic aspects of planning an organisation's human resource requirements both in the long and short term. This requires analysis of external labour markets and considerations of flexibility, as well as consideration as to how internal labour markets may be made more productive and effective. An organisation's investment in the development of employees individually and collectively represents a powerful signal of its strategic intentions. This module is designed to develop a critical understanding of the role and influence of a range of contextual factors associated with the design, delivery and evaluation of learning and development in a variety of organisational contexts.
Unit Entry requirement (if applicable)	See Programme Specification.

Learning Outcome 1

Critically evaluate contemporary developments in employee resourcing and talent management

Performance Criteria *On completion of this unit, the learner can:*	Content/Evidence *The learner must have shown ability to:*
1.1 Evaluate the contextual and environmental themes and trends relevant to employee resourcing and talent management	Evaluation of the impact of globalisation, internationalisation, privatization, ecological and environmental issues, technological innovation, customer expectations, competition, demographic trends, corporate social responsibility, social change and attitudes to work.
1.2 Evaluate the strategic significance of employee resourcing and talent management	The process of corporate HR strategy development and implementation, planned and emergent strategies, different organisational contexts including public, private and not-for-profit sectors, international organisations, small and medium sized enterprises and the implications for people as contributors to the realisation of corporate goals and strategies; the contribution of employee resourcing and talent management in creating, sustaining and developing partnerships with internal and external stakeholders and managing expectations.

Learning Outcome 2

Evaluate the features and characteristics of changing employment markets as a basis for effective resourcing and talent management strategies

Performance Criteria *On completion of this unit, the learner can:*	Content/Evidence *The learner must have shown ability to:*
2.1 Evaluate the ways in which employment markets vary and the implications for organisations	Current and future demand and supply of skills; identifying and assessing the role of employment market competitors; key national and international employment market and demographic trends; positioning an organisation in the market; ensuring that the organisation remains competitive in its major employment markets having regard to organisational objectives, resource constraints and the need to enhance flexibility.
2.2 Propose and evaluate ways in which long and short-term resourcing and talent planning can be carried out	Identifying the implications of employment markets trends; the concept of scenario building and planning, the tools and techniques of scenario construction, developing scenarios and resourcing strategies
2.3 Explain and evaluate the Human Resource Planning Process	Human Resource Planning models and techniques; measures and techniques of HRP, internal and external factors affecting the HR planning process; reconciling demand for and supply of skills; managing skills shortages; models and forms of flexibility; internal labour market analysis and enhancing internal capabilities through job design, engagement and commitment strategies and effective absence management.

Learning Outcome 3

Explain and evaluate the professional functions associated with long and short term talent and succession planning

Performance Criteria *On completion of this unit, the learner can:*	Content/Evidence *The learner must have shown ability to:*
3.1 Explain and evaluate the professional HR functions	Recruitment, selection, induction, retention, retirement and release of staff in line with organisational requirements and policies, and ethical and legal considerations

Learning Outcome 4

Critically evaluate the theoretical and conceptual basis of learning and talent development and contemporary research evidence

Performance Criteria *On completion of this unit, the learner can:*	Content/Evidence *The learner must have shown ability to:*
4.1 Explain theoretical perspectives of learning and talent development	Strategic management and its application in learning and talent development; the notions of HRD, Strategic HRD and Critical HRD and their connections with learning and talent development, contemporary issues in HRD
4.2 Evaluate the processes and practices of learning and talent development	Formal and informal learning and talent development interventions and methods, application of a range of learning theories; factors determining and influencing learning and development plans, design of learning and talent development plans and programmes; producing business plans and business cases; allocation and management of resources; budget planning and control; skills associated with facilitating learning of groups and individuals, selection and management of third party suppliers

Learning Outcome 5	
Design, implement and evaluate resourcing and talent management and development strategies	
Performance Criteria *On completion of this unit, the learner can:*	**Content/Evidence** *The learner must have shown ability to:*
5.1 Analyse the environmental context of employee resourcing and talent management and development	Contextual historical, economic, social, cultural, sector and organisational factors that influence policy and practice of resourcing and talent management. The role and influence of external factors such as economic and legislative conditions and internal factors such as organisational plans and priorities, learning climate and resource availability on learning and talent management and development
5.2 Evaluate learning and talent development	Methods of evaluation- ROI, value added and stakeholder satisfaction, stakeholder theories and models of stakeholder analysis, specifying and analysing the role of stakeholders in identifying learning and development needs, notions of power and models of analysing sources and application of power including sources of power inequalities, ethics, equality and diversity, notions of professionalism and professional practice.

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.

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Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to the unit and the programme of assignments
Presentation on the theoretical and conceptual basis for HRM and HRD.
Presentation on the set of principles, values and approaches to people leadership and organisational development and effectiveness.
Presentation on the link between people leadership and management and differentiate the performance within a range of organisational perspective (e.g. comparison of leadership styles of selected CEOs/leaders).
Presentation on the effectiveness of organisational systems, strategies, processes, behaviours and practices in effective people leadership and management.
Presentation on the design and implementation of HRM strategies.
Presentation on the identification of personal learning and professional development practices and their application and analysis.
Evaluation of the strategic role of leadership and management and their contribution to organisational change.

Programme of Suggested Assessment/Assignments

The following table illustrates the current standard assignment for the unit and identifies the corresponding assessment criteria.

Assessment criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1. 5.2	AS1	Students are expected to complete a report of 8000 words which consist of 5 sub tasks each fulfilling the specific Learning outcome. Candidates are expected to adhere to the policies and guidelines provided.	A staged report

List of Learner Sources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources upon completion of this unit.

Textbook
Armstrong, M, Armstrong's Handbook of Human Resource Management Practice, 13th Ed, 2014 Kogan Page (various editions available)
Johnson, G., Scholes, K., and Whittington, R. Exploring Corporate Strategy: Texts and Cases (latest edition)
Grant, R M, Contemporary Strategy Analysis (latest edition)
Barney, J, Gaining and Sustaining Competitive Advantage (latest edition)

Journals
International Journal of Business and Globalisation Journal of management Strategic management journal Journal of strategy and management

Websites	
http://www.strategicmanagementinsight.com/	Strategic Management Insight
http://www.forbes.com	Forbes
http://www.mindtools.com/	Mind tools
http://managementhelp.org/	Free Management Library

Performance Management

Unit Summary

Equivalent RQF Level	7
Credit Value	20
Learning Time (hours)	200
Organisation name	**EduQual Ltd.** (Company Number 8913632)
As part of (Award Title)	**Diploma in Human Resource Management (SCQF Level 11)**
Unit purpose	To enable learners to understand the main elements that influence the performance of employees at all levels within an organization and the ways in which such elements can be managed in a constructive manner. Further to provide learners with understanding to devise and implement appropriate HR practices and strategies that relate to Performance Management.
Unit Introduction	Performance management is a key process in any organization. It assists the management and staff to focus on the key issues and business objectives to ensure sustainability in an increasing competitive environment. People are a major source of competitive advantage. Organizations are challenged in deciding how to nurture, develop and manage its people in a manner that maximizes their performance. This module enables learners to investigate and explore the major systems for enhancing the performance of employees at all levels and to advise their organizations on the most appropriate methods for managing employee performance.
Unit Entry Requirements (if applicable)	See Programme Specification.

Learning Outcome 1

Explain and evaluate the linkages between employee performance, HR practices and organizational performance

Performance Criteria *On completion of this unit, the learner can:*	Content/Evidence *The learner must have shown ability to:*
1.1 Explain and evaluate the linkages between HR practices and organizational performance	Evidence from case studies of linkages between HR practices and organizational performance (e.g. Nucor Steel compared with competitors, Inditex/Zara compared with competitors etc.); unlocking the 'black box'
1.2 Evaluate the role of HR in contributing to employee performance	Contextual factors impacting on performance; motivation; external influences

Learning Outcome 2

Critically valuate the barriers and blockages preventing expected standards of performance being met

Performance Criteria *On completion of this unit, the learner can:*	Content/Evidence *The learner must have shown ability to:*
2.1 Evaluate the performance against targets of an organization and barriers and blockages in achieving those targets	Organisational culture and performance standards, the barriers and blockages preventing expected standards of performance being met, including those relating to resourcing, cultural differences and misunderstandings and communication problems
2.2 Formulate and propose strategies and tactics to overcome the identified barriers and blockages	Managerial values, organizational politics, nepotism, ethical and professionalism, socialization, value driven and rule driven management, symbolic actions; HR leaders and 'conformist' and 'deviant innovators'; roles and responsibilities; resources allocation

Learning Outcome 3

Critically evaluate the key HR and employment practices influencing employee performance

| Performance Criteria
On completion of this unit, the learner can: | Content/Evidence
The learner must have shown ability to: |
|---|---|
| **3.1**

Identify the key HR and employment practices and evaluate their influence on employee performance | HR practices and horizontal integration; the black box, employee engagement, motivation and job satisfaction, coaching, counselling and mentoring for performance improvement, appraisal, goal setting, feedback mechanisms, the role of managers and teams, measuring and assessing performance. |

Learning Outcome 4

Understand the key requirements of HR systems central to performance management and their integration

| Performance Criteria
On completion of this unit, the learner can: | Content/Evidence
The learner must have shown ability to: |
|---|---|
| **4.1**

Identify and evaluate various systems central to performance management | Training and development, reward and recognition, discipline and grievance and appraisal systems with relevant employment law. Evaluation of their contribution to HRD |
| **4.2**

Explain various ways to integrate these systems | Achieving horizontal integration; development driven and reward driven approaches, incentives and performance; identifying training needs in appraisals, identifying and tackling performance problems, setting and communicating standards, different approaches to appraisal |

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.

Full guidance on delivery and assessment is available upon request.[1] Where Recognition of Prior Learning (RPL) is a valid option for learners that meet some (or all) of the assessment criteria outlined for a given unit, readers are referred to **EduQual's Recognition of Prior Learning Policy.** This policy is available online, or by request.[2]

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to the unit and the programme of assignments
Presentation on the linkages between employee performance, HR practices and organizational performance
Presentation on the role of HR in contributing to employee performance
Presentation on the barriers and blockages preventing expected standards of performance being met
Presentation on the key HR and employment practices influencing employee performance
Presentation on the key requirements of various systems central to performance management and their integration
Tutorial support for assignments
Review of unit and programme of assignments

Programme of Suggested Assessment/Assignments

The following table illustrates the current standard assignment for the unit and identifies the corresponding assessment criteria.

Assessment criteria covered	Assignment title	Scenario	Assessment method
1.2, 2.2, 3.1, 4.1, 4.2	AS1	Students are expected to complete a report of 3000 words which consist of 3 sub tasks each fulfilling the specific Learning outcome. Candidates are expected to adhere to the policies and guidelines provided.	A staged report of 3000 words

1.1, 2.1, 3.1. 4.1,4.2	AS2	Assignment 2 is a presentation based on the respective learning outcomes provided. Candidates should follow the presentation format as follows to structure the answers.
		    Introduction
		Body of the answer
		    Conclusion
		References – Harvard referencing method need to be followed to cite both in-text and bibliography references
		
		Word count is 1500 words maximum for speaker notes and maximum of 20 slides.
			Presentation – 1000 words/ 20 Slides Maximum

List of Learner Sources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources upon completion of this unit.

Textbook
Armstrong's Handbook of Human Resource Management Practice, 13th Edition *Performance Management: Concepts, Skills and Exercises* by Robert L. Cardy

Journals
International Journal of Productivity and Performance Management Team Performance Management Journal of Performance Management

Websites	
https://www.opm.gov	Office of Personnel Management
http://www.forbes.com	Forbes
http://www.mindtools.com/	Mind tools
http://managementhelp.org/	Free Management Library

Employee Relations

Unit Summary

Equivalent RQF Level	**7**
Credit Value	**10**
Learning Time (hours)	**100**
Organisation name	**EduQual Ltd.** (Company Number 8913632)
As part of (Award Title)	**Diploma in Human Resource Management (SCQF level 11)**
Unit purpose	The aim of this unit is to introduce learners to the importance of good employee relations for business success and the impact of changes affecting employment relationships. Competencies required by HRM professionals in designing, implementing and evaluating employment relations strategies, plans, policies, systems and procedures to mitigate organisational risk, support organisational performance and meet the organisation's business goals will be discussed. Also to develop the ability to propose and critically evaluate remedies to current/ potential conflict situations in compliance to legal and ethical considerations.
Unit introduction	The success of a business often relies on its relationships with its employees. The term 'employee relations' has replaced that of 'Industrial relations'. In this unit the learners will investigate how cooperation between employers and employees leads to the development of good working relations against a constantly changing background. Learners will investigate the different types of industrial conflicts and procedures for resolving these in relation to employment law. This unit will give learners the opportunity to study the most recent employment legislation and investigate how employee involvement techniques affect human resource management.
Unit Entry requirement (if applicable)	See Programme Specification.

Learning Outcome 1

Critically evaluate the context of employee relations against a changing background

Performance Criteria *On completion of this unit, the learner can:*	Marking criteria-typical evidence expected *The learner must provide evidence which draws from the knowledge and skills listed:*
1.1 Evaluate theoretical perspectives of employee relations	Employee and employer expectations of the employment relationship; Theoretical perspectives; unitarist, pluralist and radical perspectives and the implications for the employment relationship and management style; individualism and collectivism; conceptualising the employment relationship; the psychological contract
1.2 Analyse the impact of environmental factors on employee relations	The changing economic, social, political and technological environment and its impact on employment relations
1.3 Evaluate the role of employment law in employee relations	The role and impact of employment law in resolving the different types of industrial conflicts and disputes

Learning Outcome 2

Evaluate the impact of local, national and international contextual factors on the employment relationship

Performance Criteria *On completion of this unit, the learner can:*	Marking criteria-typical evidence expected *The learner must provide evidence which draws from the knowledge and skills listed:*
2.1 Evaluate the role of government in employee relations	The role of government in shaping the agenda for employee relations as an employer and economic and fiscal regulator; the role of State Agencies e.g. ACAS, CAC; types and forms of legal intervention and regulations in employment relations
2.2 Analyse and explain how changes in trade unionism have affected employee relations	The history and development of trade unions; objectives of trade unions; union growth and decline, impact of changes on employee relations
2.3 Evaluate the role of management in employee relations within an organisation	Management styles and philosophies in employment relations (e.g. Jack Welch's fire the bottom 10% approach, Google's approaches)

Learning Outcome 3	
Evaluate the importance of employee relations on organizational performance	
Performance Criteria *On completion of this unit, the learner can:*	**Marking criteria-typical evidence expected** *The learner must provide evidence which draws from the knowledge and skills listed:*
3.1 Evaluate the integration of employment relations processes and their impact on organizational outcomes	Developing employment relations strategies, policies, plans and procedures; the procedures an organization should follow when managing a conflict situation, legal and contractual requirements
3.2 Evaluate the concept of employee participation and involvement in decision making process	Methods used to gain employee participation and involvement; benefits and limitations of different forms of employee voice; interpersonal skills of handling and encouraging employee participation, handling disciplinary, grievance and redundancy disputes: employment relations and other management activities e.g. managing change.

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.

Full guidance on delivery and assessment is available from EduQual upon request.[1] Where Recognition of Prior Learning (RPL) is a valid option for learners that meet some (or all) of the assessment criteria outlined for a given unit, readers are referred to **EduQual's Recognition of Prior Learning Policy.** This policy is available online, or by request.[2]

Finally, EduQual provides detailed Assessment Guidance to its Approved Centres. Centres that lack this document may:

Request it from the email address shown in the footnotes on this page

Access it from their own EduQual Dropbox folder.

Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to the unit and the programme of assignments
Presentation on the context of employee relations against a changing background
Presentation on the theoretical perspectives on employee relations
Presentation on the impact of local, national and international contextual factors on the employment relationship
Presentation on the role of government on employee relations
Assignment: Stage 1
Presentation on the importance of employee relations on organizational performance
Tutorial support and feedback for assignment stage 1
Review of unit and programme of assignments

Programme of Suggested Assessment/Assignments

Assessment criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1	AS1	Students are expected to complete a report of 1500 words which consist of 3 sub tasks each fulfilling the specific Learning outcome. Candidates are expected to adhere to the policies and guidelines provided.	Individual Written Assignment report 3000 Words

1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1	AS2	Assignment 2 is a presentation based on the respective learning outcomes provided. Candidates should follow the presentation format as follows to structure the answers.
		    Introduction
		Body of the answer
		    Conclusion
		References – Harvard referencing method need to be followed to cite both in-text and bibliography references
		Word count is 1000 words maximum for speaker notes and maximum of 20 slides.
			Presentation
			
			20 Slides

List of Learner Sources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources upon completion of this unit.

Textbook
Armstrong, M, Armstrong's Handbook of Human Resource Management Practice, 13th Ed, 2014 Kogan Page (various editions available) Employee Relations by John Gennard, Graham Judge, 2005 Exploring Employee Relations by Mike Leat (2nd Edition)

Journals
Employee Relations Today Employee Relations (Employee Relat) Journal of Industrial Relations

Websites	
http://www.leraweb.org/	Labor and Employment Relations Association
http://www.forbes.com	Forbes
http://www.mindtools.com/	Mind tools
http://managementhelp.org/	Free Management Library

Investigating a business issue from an HR perspective

Unit Summary

Equivalent RQF Level	**7**
Credit Value	**20**
Learning Time (hours)	**200**
Organisation name	**EduQual Ltd.** (Company Number 8913632)
As part of (Award Title)	**Diploma in Human Resource Management (SCQF Level 11)**
Unit purpose	To develop learner's skills and knowledge of independent research; diagnose and make recommendations for change or improvements that are realistic, relevant and beneficial to specific organizations. To enable learners to present a persuasive business report and/or a reasoned and logical case for changes in policies, practices and strategies reflecting academic research and writing skills. Critically evaluate own research
Unit Purpose	This unit is designed to enable learners to become confident in presenting and investigating a live business issue from an HR perspective. It addresses the elements of research such as locating the work within the body of contemporary knowledge, collecting and analysing data, to derive supportable conclusions and to make sound business decisions based on evidence. Learners are also required to reflect on the experience and consider how learning can be applied in the future. The applied nature of the report requires a combination of academic research and business report writing skills.
Unit Entry requirement (if applicable)	See Programme Specification.

Learning Outcome 1

Identify and evaluate a suitable business HR issue that is of strategic relevance to the organization.

Performance Criteria *On completion of this unit, the learner can:*	Content/Evidence *The learner must have shown ability to:*
1.1 Identify a suitable topic and explain your approach for the project	Potential topics might include critical incidents, significant external or internal influence, change management initiatives, risk assessment, internal or external diagnostic, a chronic or acute problem
1.2 Analyse and evaluate the existing literature, contemporary HR policy & practices relevant to the chosen issue	Knowledge of literature and contemporary HR practice. Information search and retrieval, analyzing sources of data, writing a critical literature review.

Learning Outcome 2

Analyse and propose coherent project aims and objectives and explain the rationale of research methods to be followed to achieve them

Performance Criteria *On completion of this unit, the learner can:*	Content/Evidence *The learner must have shown ability to:*
2.1 Evaluate and select the most appropriate research method for a chosen topic	Compare and contrast the relative merits of different research methods and their relevance to different situations Research methods - understand different methods of data collection (e.g. interviews, questionnaires, focus groups, participant observation), the strengths and weaknesses of each and the circumstances in which they may be used. Quantitative and qualitative methods, hypothesis formation and testing, generalizability and representativeness of findings, Soft Systems Methodology (SSM).
2.2 Critically and systematically, analyse quantitative and/ or qualitative information and with clear, accessible interpretation	Data analysis - the use and value of different analytical tools for interpreting data. Systematic data analysis, identification and explanation of emerging patterns and how to deal with conflicting evidence. Effective interpretation and presentation of data.
2.3 Formulate and propose conclusions and recommendations for improvement/ development supported by an implementation plan based on a cost-benefit analysis	Summarise conclusions from data collected and presented; production of realistic, timely and effectively justified recommendations and costed implementation plans (where necessary); awareness of potential barriers and resistance to recommendations and how these might be overcome.

Learning Outcome 3	
Develop, present and evaluate a persuasive business report	
Performance Criteria *On completion of this unit, the learner can:*	**Content/Evidence** *The learner must have shown ability to:*
3.1 Create a logical/clear written argument consistent with the traditions adopted in the chosen discipline for presentation to senior management of the organisation	The importance of clear aims, objectives and appropriate terms of reference. Awareness of time management and project development. Potential barriers and how they might be overcome. The structure and content of a management report.
3.2 Write a reflective, critical account of what has been learned during the project and how this can be applied in future	Developing the skills of critical reflection. Principal techniques of communication and persuasion appropriate to a business report. Presentation skills.

Delivery and Assessment

Tuition and guidance should feature flexible approaches to delivering the unit. Formal tuition sessions, whether face to face or online, will identify some of the required, theoretical subject matter. This will help students to work individually, or as part of a group, researching and gathering information about the subject. Personal and group research, case studies, simulations, exercises and discussion are typical and engaging ways of learning about the subject. Students will likely use tutor- and self-directed study and reflect on their experience and expertise. Up-to-date information and materials are available from many sources such as businesses, the World Wide Web, television and radio broadcasts, broadsheet newspapers and advisory services.

Full guidance on delivery and assessment is available from EduQual upon request.[1] Where Recognition of Prior Learning (RPL) is a valid option for learners that meet some (or all) of the assessment criteria outlined for a given unit, readers are referred to **EduQual's Recognition of Prior Learning Policy.** This policy is available online, or by request.[2]

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Outline Learning Plan

The following outlined learning plan can be used as a guidance document in conjunction with the unit. This is an exemplar in which the unit can be delivered.

Topic and Suggested Assignments / Activities / Assessment
Introduction to the unit and the programme of assignments
Choose a topic and analyse how the chosen topic is located in the academic literature.
Differentiate between alternative theories in relation to the chosen topic.
Application of theory on the chosen topic and evaluate how the theory informs an issue.
Identify the aims and objectives and justify the research methods to be used.
Presentation of the argument in the chosen discipline to senior managers based on the research.

Programme of Suggested Assessment/Assignments

The following table illustrates the current standard assignment for the unit and identifies the corresponding assessment criteria.

Assessment criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2	AS1	Management Report detailed investigation of a selected business issue covering up below criteria; Proposal should include clear terms of reference/ aims and objectives Demonstrate knowledge and understanding of literature Justify appropriate methods of data collection Relevant discussion of organizational context and clear presentation of findings Comprehensive analysis and interpretation of findings Appropriate conclusions	A staged report (Approx 4,000 words)

List of Learner Sources

The recommended sources listed below should be familiar to each tutor and assessor who is delivering this unit as part of an EduQual qualification. Learners should be made aware of these sources before delivery of this unit, and be fully conversant with these sources upon completion of this unit.

Textbook
Alan, B., Emma, B., Business Research Methods, 4th ED, 2015
Armstrong, M, Armstrong's Handbook of Human Resource Management Practice, 13th Ed, 2014 Kogan Page (various editions available)

Journals
Journal of Business research Journal on business issues

Websites	
http://managementhelp.org/businessresearch/	Management Help
http://www.open.edu/openlearn/money-management/management/business-research-method	Open Learn