

Arrangements Document

G7VO 15
HNC Learning and Development

G7V1 15
PDA: Diploma in Training and Development

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Validated May 2005

Introduction

An HNC in Training and Development has been offered successfully since August 1996. Its content and form have been commended as useful by learners but there were gaps in the content and the award needed to be updated both to meet the new design principles and to reflect changes in the occupational standards.

As part of the development process a marketing research exercise was carried out involving colleges, employers, former and current students. There was no consultation with Higher Education as there are no degree level courses available for articulation and students generally move out into employment in the field if they are not already employed.

The design team reviewed the whole area of Training and Development within the SQA Catalogue, and as the Group award G2P3 15 Certificate in Training Practice also required revision, decided to consider the whole area and develop coherence and progression within it. The Certificate in Training Practice, formerly known as the 'Training of Trainers' course, is a well established award. It was most recently matched to the underpinning knowledge of the SQA Level 3 Training and Development standards. In addition, at one time it was jointly awarded by SQA and IPD, giving Associate membership of IPD to those trainers achieving the award. The recognition lapsed some years ago but it has always been SQA policy to try and renew the professional body recognition. This was achieved for the HNC Learning and Development and details are given on page 3 and Appendix 2.

In order to develop a suite of awards most appropriate to market needs, a consultation on the Certificate in Training Practice and proposals to develop it was held in November 2004. Participants at the workshop endorsed the suggested move to establish the HNC as the main qualification in this area and seek CIPD endorsement of it. They also endorsed the proposal to develop a PDA based on HN Units as a replacement for the Certificate in Training Practice.

In addition, the participants endorsed the suggestion that an SCQF Level 6 award be continued, but revised to articulate appropriately with the HNC. The development of this award is not yet completed but will be brought forward for validation as soon as possible.

Rationale

The HNC Learning and Development has a clear focus on the learning and development function and the importance within it of the training cycle. It is designed to give a broad overview of the main areas and this is set in context by an introductory unit, DN3H 34 *Learning and Development: An Introduction*. As many of the potential students are already employed as trainers and have a basic understanding of the cycle, this unit is optional in the framework. It will however be a useful introduction to the area for those who wish a career change into training. It is also designed to be imported into other HN awards that wish to include consideration of the training function.

Then the award goes on to develop the key stages of the training cycle in more detail. The four stages are covered by mandatory units that form the heart of the qualification.

In addition, learners have a choice of one of two units that consider assessment. Finally the increased focus on professional development in the new occupational standards is addressed by a unit that has been designed to be generally applicable so that it can be imported into other awards as appropriate. The focus of each unit is to develop knowledge and applied practice. In order to reflect changes in occupational standards 'learning' has replaced training wherever appropriate

Developing the award in a mandatory and optional unit framework has allowed the inclusion of both ICT (of developing importance as a delivery method) and group facilitation techniques, of particular relevance in some areas of the workplace.

Recognition by the Chartered Institute of Personnel and Development

A requirement of the market research exercise and a major part of the rationale for the new award is the recognition of the award by professional bodies, in this instance the Chartered Institute of Personnel and Development (CIPD). In many ways the Institute and the SQA are complementary and act as joint awarding partners for some SVQ qualifications within Scotland.

In principle, it has been agreed that CIPD will endorse the HNC Learning and Development as a route to Associate Membership. Centres may opt into this process by registering their intention to do so with CIPD. Detailed guidance is currently being developed to meet the requirements of both organisations. The letter to centres sent in June 2005 outlining these arrangements is attached in Appendix 2.

Aims

Aim and objectives of the HNC Learning and Development

The main aim of the HNC is to enable candidates to develop their knowledge and understanding of the technical areas of Learning and Development. Its specific objectives are:

- To develop the skills and understanding of those in employment with training in their remit
- To prepare candidates for employment at an appropriate level within the learning and development field by developing their skills
- To develop knowledge and understanding of the roles, responsibilities and processes involved in training and developing the human resource
- To develop a range of core and transferable skills essential within learning and development
- To enhance the personal effectiveness of candidates

Aim and objectives of the PDA: Diploma in Training and Development

The main aim of the PDA Diploma is to develop the practical skills required for training delivery for practitioners and intending practitioners. Its specific objectives are

- To develop a theoretical understanding of the training cycle
- To develop key applied skills for training
- To develop the personal effectiveness of trainers
- To provide credit towards the full HNC
- To provide a certificated exit route for candidates

Key Changes

The following key changes have been introduced in the group award structures:

- a mandatory and optional unit structure has been adopted for the HNC Learning and Development
- The term “learning” (as the end product of training) has been used within the awards wherever appropriate
- The content of all the main subject areas has been updated to reflect current practice in the field
- The self evaluation process has been introduced as a mandatory part of the award
- A PDA award, as a subset of the HNC has been defined.
- A Graded Unit has been introduced to grade candidate performance and to enable candidates to apply a range of vocational knowledge and skills in an integrated manner to the training environment

Recommended access

Access to both the HNC and PDA qualifications, as is customary for all SQA qualifications, is at the discretion of the centre. These recommendations are for guidance only.

The benchmark for this award has been taken as Intermediate 2 for all core skills except Numeracy which is set at Intermediate 1. The course is designed to develop all core skills towards Higher/Intermediate 2 as appropriate. Mature candidates with no qualifications but with suitable experience and skills may be accepted if they are likely to benefit from undertaking the award.

In addition centres may wish to specify:

- Any relevant Scottish Group Award at Intermediate 2 or Higher
- Any two relevant National Qualifications at Higher together with three Standard Grade passes at 3 or above, or equivalent
- An SVQ in a relevant area at level 2 or 3

Structure of Awards

HNC Learning and Development

The HNC Learning and Development award consists of 12 credits, 7 mandatory unit credits and 5 optional credits as follows.

Mandatory units

Candidates must achieve 6 units amounting to 7 credits as follows:

Unit No.	Title	Level	Credit
DN3G 34	Learning and Development: Identifying Learning Need	7	1
DN3N 34	Learning and Development: Planning, Design and Delivery of Learning	7	2
DN3R 34	Learning and Development: Supporting Learner Development	7	1
DN3D 34	Learning and Development: Evaluating Learning	7	1
DN3E 34	Evaluating Own Practice and Planning for Self Development	7	1
DN7M 34	HNC Learning and Development Graded Unit	7	1

Optional units

A total of 5 optional unit credits are needed to complete the HNC. Candidates should choose one credit from List A and four credits from list B:-

List A (one unit credit to be taken from list A)

Unit No.	Title	Level	Credit
DN3C 34	Learning and Development: Competence-based assessment	7	1
DN3L 34	Learning and Development: Non-competence based assessment	7	1

List B (four unit credits to be taken from list B)

Unit No.	Title	Level	Credit
DN3H 34	An Introduction to Learning and Development	7	2
DN3M 34	Learning and Development: Planning and Managing Training Programmes	7	1
DN3F 35	Learning and Development: Facilitating Group Learning	8	1
DN3A 34	Learning and Development: Coaching	7	1
DN3K 34	Learning and Development: Mentoring	7	1

			<i>over</i>
<i>List B Optional Units cont</i>			
Unit No	Title	Level	Credit
DN3J 34	Learning and Development: Learning Processes	7	1
DN3P 34	Learning and Development: Quality Assuring the Assessment Process	7	1
DA3V 34	Online Learning Materials: Selection and Use	7	0.5
DA3W 34	Online Learning Materials: Design and Preparation	7	0.5
D75X 34 *	IT: Applications Software 1 or	7	1
DE1R 34	Office Technologies	7	1
AB/PASN DAB/SLTR	Promoting Access to Information and Learning for Learners with Additional Support Needs or Learner Support: Barriers to Learning	7 7	1 1

* Only **one** of these two units may count towards achievement of the HNC

Graded Unit

The Graded Unit involves the investigation of training provision within an organisation and its evaluation leading to recommendations for its improvement. It will consolidate understanding of the training cycle.

PDA Diploma in Training and Development

The PDA Diploma in Training and Development award consists of 5 mandatory unit credits and 1 optional credit as follows:-

Mandatory Units

Unit No.	Title	Level	Credit
DN3G 34	Learning and Development: Identifying Learning Need	7	1
DN3N 34	Learning and Development: Planning, Design and Delivery of Learning	7	2
DN3D 34	Learning and Development: Evaluating Learning	7	1
DN3E 34	Evaluating Own Practice and Planning for Self Development	7	1

And one credit from the following optional units:-

Unit No.	Title	Level	Credit
DN3C 34	Learning and Development: Competence-based assessment	7	1
DN3L 34	Learning and Development: Non-competence based assessment	7	1

Core Skills

The importance of core skills, especially the emphasis found in the market research on Communication and IT, is recognised in the content, teaching approaches and assessment of the units.

The benchmark for entry to the HNC and the PDA awards has been taken as Intermediate 2 for all core skills except Numeracy which is set at Intermediate 1. The course is designed to develop all core skills towards Higher/Intermediate 2 as appropriate.

Candidates have many opportunities to practise and develop their skills as demonstrated in the core skills signposting (Appendix 1 on p18).

SCQF

The HNC is designed to focus on the broad range of activities within the training function in a straightforward way. The focus is on the practical applications of knowledge and understanding and an emphasis on skills. To reflect this emphasis the units are all levelled at SCQF Level 7, except the group facilitation unit DN3F 35 *Learning and Development: Facilitating Group Learning* which, to recognise the level of applied skills required is set at Level 8.

Delivery and Assessment

Guidance on context and content

The purpose of the awards is both to prepare candidates for employment in learning and development and to develop those already employed as trainers or with training in their remit; as such candidates may undertake the course from a variety of backgrounds.

The awards are designed to provide the knowledge and skills required and to consolidate them wherever practical with application. As the focus of the award is on using training to empower learning it provides an environment in which candidates can practise their skills as well as giving their trainers/lecturers an opportunity to demonstrate good practice. In addition, those already employed in the field may use their workplace practice and reflect on it.

Detailed guidance about the context and content is given in each unit.

Guidance on assessment and delivery

These awards are intended to prepare or develop candidates within the field of training and development and the delivery of all units should reflect that context. In addition, delivery methods will encourage the development of core skills and activities such as role play will encourage the development of practical skills.

The assessment methods used include projects, reports, case studies and related questioning, practical activities and role play exercises. For mandatory units, exemplar

assessment material will contextualise each unit and exemplify the standard for successful completion.

It is possible for centres to consider a degree of integration between units. In this event, it is important that centres manage this so as to allow candidates to overtake the outcomes for individual units and meet all the requirements. The management of this is the responsibility of each centre. The evidence gathered must be available for moderation of each unit.

Guidance on the order of delivery

Whilst centres are free to decide the order of delivery of the units, the award is constructed around the training cycle and this would provide a natural order for the delivery of the course. However, centres often provide a roll on roll off system in which candidates join the course as the next unit commences. The relevance of the training cycle and the unit's position in it is developed as part of the content of each unit.

In addition centres will be encouraged to use the unit: DN3E 34 *Evaluating Own Practice and Planning for Self Development* as a continuous theme in the delivery of the course by encouraging candidates to retain an active personal development log. This is now established practice within the field, a requirement of continuing competence in the vocational qualification and will be particularly important to those seeking CIPD endorsement.

Guidance on Graded Units and the timing of delivery

The Graded Unit brings together many of the competencies gained by the candidate while undertaking the individual units. It is also designed to reflect the award title. In other words, as the unit draws heavily upon the skills being gained within other units, it is recommended that candidate start working on the Graded Unit after some or most of the supporting units have been delivered.

Centres will manage this at their discretion.

There are real possibilities of integrating assessments within units, and centres are encouraged to take advantage of these opportunities as far as possible.

Guidance on Open Learning

It is considered that there is a real possibility of delivering this award by a variety of routes. It may be delivered on a full-time or more usually on a part-time basis or by an Open Learning route. Centres are continuing to develop their virtual learning environments and may decide to deliver some of these units by this means. Centres will make their own decisions in the matter. Again however, regardless of the mode of delivery, evidence requirements will be as described and required by the units' specifications.

If assignments are completed outwith the centre, it will be the responsibility of the centre to ensure the authentication of a candidate's work. There are many ways to support this process, mentor reports being signed, a written record of oral questions and responses

being signed and dated as accurate, the video recording of practical activities, to name a few. Experienced centres will often devise valid and imaginative ways to do this. Information and advice can be found in *Assessment and Quality Assurance for Open and Distance Learning* (SQA, February 2001 – publication code A1030)

Guidance on credit transfer

The following credit transfer arrangements show how candidates may transfer from the 'old' HNC Training and Development to the revised HNC Learning and Development if they wish. This will ONLY be available to candidates who are already registered on the HNC Training and Development (group award code G1E2 15) and have already completed units of the award. This option should NOT be offered to any candidates registering for the first time, who should be opting for the HNC Learning and Development.

- ◆ For the next two academic years (session 2005/6 and 2006/7) candidates with units of the group award G1E2 15 HNC Training and Development should be permitted to achieve the appropriate revised units of the HNC Learning and Development by credit transfer. (see table below for details)
- ◆ To achieve the revised award, however, candidates must satisfy **all** other conditions of award of the HNC Learning and Development including the exit core skills profile and the appropriate number of credits at the required SCQF level.
- ◆ Outwith the two years centres may, using the professional judgement of their assessors, develop an accreditation of prior learning claim on behalf of candidates.

Credit transfer arrangements

Predecessor Unit	Unit in the new Framework
Identification of Individual Learning Needs A6XL 04	Learning and Development: Identifying Learning Need
Credit transfer: Automatically awarded at 1 credit	
Planning Design and Delivery of Training A6XN 04	Learning and Development: Planning, Design and Delivery of Learning
Credit transfer: Automatically awarded at 2 credits	
Evaluation of a Training Programme A6XP 04	Learning and Development: Evaluating Learning
Credit transfer: Automatically awarded at 1 credit	
Supporting Learner Development A6XS 04	Learning and Development: Supporting Learner Development
Credit transfer: Automatically awarded at 1 credit	
Assessment and Moderation DA3F 04	Learning and Development: Competence-based assessment
Credit transfer: Automatically awarded at 1 credit	
Planning and Design of Strategies and Training Programmes A6XM 04	Learning and Development: Planning and Managing Training Programmes
Credit transfer: Automatically awarded at 1 credit	

In addition the following workbased units qualify for automatic credit transfer

Workbased Unit	Unit in the new Framework
Assess candidates using a range of methods D94L 04	Learning and Development: Competence- based assessment
Credit transfer: Automatically awarded at 1 credit	
Conduct quality assurance of the assessment process D94P 04	Learning and Development: Quality Assuring the Assessment Process
Credit transfer: Automatically awarded at 1 credit	

In addition to these automatic credit transfers centres may consider other units such as the D units but should consider the issue of currency.

Communication (Higher)

Skill component Written Communication (Reading)

Read and Understand complex written communication

- a -Identify and summarise significant information, ideas and supporting detail.
- b -Evaluate effectiveness in meeting purpose and needs of readership.

Unit	Knowledge and Skills/ Evidence	Developed/ Assessed	a	b
Learning and Development; Identifying Learning Need	<i>Outcomes 1 -3–Identification and summary of significant information on learning needs, including an in depth training needs analysis. Evaluation of relevance of data to training issues.</i>	Developed	√	
L&D: Planning Design and delivery	<i>Research on a range of complex current information training programme design in Outcome 2/ 3</i>	Developed	√	
L&D: Evaluating Learning	<i>Outcome 3 interpretation analysis, summary and evaluation of complex data</i>	Developed	√	√
All units	<i>Knowledge and skills across the award will require in depth study of a range of complex reading materials and independent research into current theory and practice on Learning and Development</i>	Developed	√	√

Written Communication (Writing)

Produce well-structured Written Communication on complex topics

- a -Present essential ideas/information in a logical and effective order
- b -Use a structure which takes account of purpose/links points for clarity and impact
- c -Use conventions which are effective adapted for audience
- d -Use accurate spelling, punctuation, sentence structures
- e -Vary sentence structure, paragraphing, vocabulary to suit purpose and target audience.

Unit	Knowledge/ Skills/ Evidence	Developed/ assessed	a	b	c	d	e
L&D: Identifying Learning Need	Outcomes 1-3 Production of extended written report on training needs and resources, including a structured training plan	Developed	√	√	√	√	√
L&D: Planning, Design and Delivery of Learning	Written training Needs Analysis and plan. Design and production of customised training materials with emphasis on clarity, impact and professional presentation: written evaluation review	Developed	√	√	√	√	√
Evaluating Own Practice	Portfolio of structured written data underpinning review process, including questionnaire design and peer evaluation reports	Developed	√	√	√	√	√
L&D: Evaluating Learning	Two formal extended evaluative reports (minimum 1250 words)	Developed	√	√	√	√	√
All units	An ability to report on and document development activities to a professional standard is essential to achievement. Design and presentation of training and support materials which communicate effectively and meet the needs of learners is critical to achievement of the award	Developed	√	√	√	√	√

Oral Communication

Produce and respond to oral Communication on a complex topic

- a -Use vocabulary and a range of spoken language structures consistently and effectively with appropriate formality
- b -Convey all essential ideas/information/opinions accurately and coherently with appropriate varied emphasis
- c -Structure to take full account of purpose and audience
- d -Take account of situation and audience during delivery
- e -Respond to others taking account of their contribution

Unit	Knowledge/ Skills/ Evidence	Developed/ Assessed	a	b	c	d	E
L&D: Planning, Design and Delivery of Learning	Outcomes 1- 3 involve designing and deliver training sessions including presenting essential information and using active listening techniques, matching language and tone to reflect needs of trainees, Use of appropriate support materials will enhance communication with an audience.	Developed	√	√	√	√	√
L&D: Identifying Learner Needs	Outcome 3 conducting a personal training needs interview in which training needs are identified and a plan negotiated with the learner	Developed	√	√	√	√	√
L&D: Supporting Learner Development	Outcome 2- conducting an individual personal interview (minimum 20 minutes) supporting the needs of a learner	Developed	√	√	√	√	√
All units	Teaching and Learning for all units will involve on-going discussion analysing and evaluating relevant and related information. Personal interviews and guidance from assessors will support verbal exploration of complex issues.	Developed	√	√	√	√	√

Using Information Technology (Higher)

Use an IT system independently to process a range of information

a -Use a range of it equipment paying attention to security and other users

b- Resolve a simple hardware or software problem

c -Use software in an unfamiliar context requiring analysis, design, integration of data, decision on format

d -Carry out searches to extract and present information from electronic sources

Unit	Knowledge/ Skills/ Evidence	Developed/ Assessed	a	b	c	d
L&D: Planning, Design and Delivery of Learning	Using IT equipment and appropriate range of software to analyse, design, integrate and output training materials	Developed	√		√	√
L&D: Evaluating Own Practice	Outcome 2 Production of portfolio of data and records. Written records of evidence for all stages in a professional format.	Developed	√		√	√
All units	<i>Professional presentation of journals, logs and business documentation and training materials will involve extensive access to and use of technology. Internet research on current training issues, events and practice will provide essential underpinning knowledge for the award. Security, consideration and the managing of any technical problems will be a routine aspect of good practice.</i>	Developed	√	√	√	√

Numeracy (SCQF level 5)

Skill component Using Number

-Apply a wide range of numerical skills

Skill component Using graphical information

-Interpret and communicate graphical information in everyday and generalised contexts

Unit	<i>Knowledge/ Skills/ Evidence</i>	Developed/ assessed	a	b
L&D: Evaluating Learning	Theoretical and underpinning knowledge for the unit requires an understanding of statistical data analysis and presentation, including participation trends-Outcome 3 reporting using graphical information	Developed	√	√
L&D: Planning Design and Delivery	Outcome 2 requires an understanding of resource implications for training, including calculating and working with costs for materials and production Training sessions will involve design and production of information conveyed in effective graphic form	Developed	√	√
L&D: Identifying Learning Needs	Outcome 2- Identification of cost effective and appropriate resources required to support learning programme	Developed	√	
Evaluating Own Practice	Outcomes1- 3 – sampling methods, interpreting results of research, analysing and presenting evaluation data in most appropriate format	Developed	√	√

**Problem Solving
Skill components**

Critical Thinking

- Analyse a complex situation or issue
- Plan, organise and complete a complex task

Reviewing and Evaluating

- Review and evaluate a complex problem solving activity

Unit	<i>Knowledge/ Skills/ Evidence</i>	Developed/ assessed	CT	PO	RE
&D: Identifying Learner Need	Analysing requirements of training , identifying and allocating appropriate resources, producing a formal training plan	Developed	√	√	√
L&D: Planning Design and Delivery	Outcomes 1-4 Analysis of a specific training need, design of support materials, delivery to a specified group of learners, review and practical evaluation including recommendations on good practice and suggested improvements	Developed	√	√	√
Evaluating Own Performance	Analysis of performance against targets. Evaluation of effectiveness, reassessment of objectives and revision of goals.	Developed	√	√	√
L&D: Evaluating Learning	Analyse and evaluate effectiveness of training programmes	Developed	√	√	√
L&D: Supporting Learner Development	Plan, prepare for and take part in support interview to meet identified learner needs	Developed	√	√	√

Working with Others (Higher)

Work with Others in a group to analyse, plan and complete an activity

- a- Analyse the activity and identify component tasks and roles
- b- Agree allocation of activities taking account of group strengths and weaknesses
- c- Support co-operative working
- d -Evaluate and draw conclusions about own contribution, justifying with evidence

Unit	Knowledge/ Skills/ Evidence	Developed/ Assessed	a	b	c	d
L&D: identifying Learning Need	Underpinning theoretical knowledge: behavioural theories of group and individual learning and training practices	Developed	√			
L&D: Supporting Learner Development	Theories of learning cycle support planning, preparing for and working with learners on identified support needs	Developed	√	√	√	
L&D: Planning, Design and Delivery of Learning	Identifying required training needs and components, designing and delivering training to others and reviewing activities	Developed	√	√	√	√
Evaluating Own Practice	Outcome 1-Involving others in evaluation of effectiveness and to improving own performance.	Developed	√			√
All units	All elements of the core skill will be critical to the award. All units require an analytical and evaluative approach to working with a range of others. The award centres on communication, co-operation and negotiation as essential to effective teaching and learning.	Developed	√	√	√	√

Appendix 2: Letter to Centres

22 June 2005

To: Principals and SQA Co-ordinators

Action by Recipient	
	Response required
X	Note and pass on
	None — update/information only

Contact Name — Mary Garrity at Glasgow
Direct Line — 0141 242 2183
E-Mail — mary.garrity@sqa.org.uk

Dear

Revised HNC/D Human Resource Management (G7TY 15/G7TX 16) Revised HNC Learning and Development/PDA Diploma in Training and Development (G7V0 15/G7V1 15)

On 14th June, SQA launched the above awards at an event in Glasgow attended by approved centres, employers and the Chartered Institute of Personnel and Development (CIPD). Please find enclosed two copies of the CD-ROM providing details of the Arrangements documents and Units.

We were particularly pleased to be able to announce that the CIPD has recognised both HNC awards as qualifying for Associate membership of the Institute. The purpose of this letter is to explain what centres and candidates have to do to opt into the Associate membership recognition with CIPD.

Centres will be required to:

- ◆ Complete a simple registration form with CIPD so the centre can be marketed and can be included in any communications from CIPD about their CTP/CPD programmes.
- ◆ Promote CIPD membership to candidates at the start of the HNC and distribute membership forms.
- ◆ Attend the Scottish certificate standardisation event in November and be prepared to submit examples of candidate work. This event is free.
- ◆ Send a member of their HNC team as a paying delegate to CIPD's Professional Standards Conference held annually during July at Keele University. For centres already offering CIPD certificate programmes, if a member of the HNC team already attends as a certificate delegate, then there is no requirement to send another member of staff.

22 June 2005

Candidates will be required to:

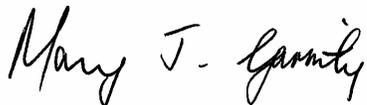
- ◆ Join the CIPD at the start of their HNC. The CIPD has waived the usual admission fee of £109 and candidates will only be required to pay the subsidised annual membership fee of £82.
- ◆ Take up membership at the start of the HNC so that they can take advantage of the financial savings on the admission fee plus the wide range of benefits available by being a member of CIPD, including access to research materials and facilities and general information distributed to members; candidates who choose not to take up membership but at a future point wish to apply for Associate membership may do so but in addition to the annual subscription they will be required to also pay the admission fee of £109.

Once centres register with CIPD, you will be provided with membership forms to give to your candidates and will also have access to CIPD's moderator for any support/assistance required.

Please direct queries relating to the above to CIPD's Certificate Programmes Manager, Mr Digby Ingle on d.ingle@cipd.co.uk

I have copied this circular to your SQA Co-ordinator for information.

Yours sincerely



Mary Garrity
Qualifications Manager
Services, Social Subjects and the Arts

Enc: CD-ROM