



Arrangements for:
HNC Human Resource Management
at SCQF level 7

Group Award Code: GF9N 15

and

HND Human Resource Management
at SCQF level 8

Group Award Code: GF9P 16

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
02	Revision of Unit: F86W 34 Payroll has been revised by H4J9 34. The old Unit will finish on 31/07/2015.	25/09/13

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1 Introduction and background

This is the Arrangements Document for the Group Awards in Human Resource Management, which were validated in August 2012 following a 'light touch' review. This document includes: background information on the development of the Group Awards, their aims, guidance on access, details of the Group Award structures, and guidance on delivery, etc.

The main purpose of the awards is to prepare candidates for employment in a range of human resource management (HRM) roles in a variety of employment settings and as such candidates may undertake the awards from a variety of backgrounds. These awards have been designed for both school leavers and adult learners and are suitable either as part-time or a full-time course. Candidates may begin straight from school while others may choose the route as a new career path. Others may be experienced in administration and may wish to further their development by studying and acquiring HRM skills and knowledge. For some candidates it is anticipated that the awards will serve as a 'stepping-stone' to progressing their education, further studies and professional qualifications etc.

Background

The Human Resource Management awards at Higher National level have been offered since August 1997 and were last reviewed as part of the HN Modernisation Programme in March 2005.

In 2011, a Qualifications Design Team (QDT), consisting of representatives of further education colleges and higher education, was established to help support SQA with a 'light touch' review. The main focus for the QDT was to refresh and update relevant Units in line with contemporary HRM issues and practices and ensure that the Group Award structure meets the needs of employers, candidates and other key stakeholders.

Both awards therefore continue to have a clear focus on the human resource management function. The HNC introduces the learners to the broad field of human resource management and the HND builds on this by developing more complex ideas, theories, functions and concepts.

2 Consultation with industry

As part of the 'light touch' review, SQA undertook consultation with key stakeholders such as colleges, employers, HR professionals, etc. The objectives of this research were to establish the extent to which the proposed updated HN award in Human Resource Management meets the needs of employees carrying out an HRM role and how it may be improved. A total of 15 HRM stakeholders (19% of those surveyed) responded to an e-survey questionnaire. More detailed telephone discussions were held with four HRM professionals.

The overall response was very positive with:

- ◆ over 90% agreeing that the aims of the award meet the needs of those carrying out an HRM role
- ◆ 87% agreeing that the award provides appropriate skills and knowledge for both employment and Continuous Professional Development (CPD)

The main findings indicated that important topics for the HNC award include:

- ◆ Introduction to HRM
- ◆ Interviewing
- ◆ Individual employment relations (law and practices)
- ◆ Continuous Professional Development
- ◆ Recruitment, Selection and Induction

Individual employee relations (in particular the Equal Pay Act), CPD, and Recruitment, Selection and Induction are considered most important to an HR practitioner's job role at this level.

Important topics for the HND award were highlighted as:

- ◆ Collective employment relations (law)
- ◆ Employee Resourcing
- ◆ Learning and Development
- ◆ Business Culture and Strategy
- ◆ Behavioural Skills

Employee Resourcing was considered to be most essential by all respondents and this along with Behaviour Skills, and Collective Employee Relations were felt to be of greatest importance for inclusion in an HND qualification in HRM.

There was general agreement that learning should be experiential and include guest speakers and that Centres, where possible, should be encouraged to call upon experienced HR professionals to input into delivery. Employer engagement was also recommended.

A copy of the consultation report can be found at Appendix 1.

In addition, SQA consulted with the main professional body CIPD regarding the proposed revised structure and updated Units for the HN HRM award. Discussions are continuing with this professional body with regards to possible recognition of the award for CIPD membership.

3 Rationale for the development of the Group Awards

3.1 HNC in Human Resource Management

The HNC is set in context by the introductory Unit *Human Resource Management: Introduction*. Then the award goes on to develop the key but routine areas of human resource management practice in more detail. To reflect this emphasis the Units are all leveled at SCQF level 7. In order to offer the breadth of topics needed the Units are mainly single credit Units.

The HNC deals with employment law as applied to individuals and its use in practice. Stakeholders indicated that an understanding of this important area is vital to work readiness and is also a key component in articulation arrangements between colleges and universities. The focus is on understanding the principles and the need for accuracy and currency in applying the law rather than rote learning.

Importance is also given to interviewing, selection, recruitment and induction processes, which are key areas for those entering the workplace in HR assistant roles. Whilst they would not be expected to take full responsibility for these at first, an understanding of the full processes will emphasise the value of their contribution.

Developing the staff resource is another key component so at HNC level candidates are encouraged to consider their own development in the Unit *Continuous Professional Development: Introduction*.

From results of the consultation and in discussion with the QDT, it was agreed that whilst financial tasks in the workplace are important, this should now be an option within the HNC award. As candidates are now coming to college with good IT skills, it was agreed to also make this an option for those who required to improve their word processing, spreadsheets and databases for the workplace. Candidates are able to choose one appropriate IT Unit from SCQF level 6 to SCQF level 8.

However, it emerged that the application of HRM activities in the business context has become more of a priority so this is now mandatory in the HNC award.

The range of optional Units was considered carefully to allow the awards to be shaped to local markets. As well as IT and finance as mentioned above, other optional areas include presentation skills; introductory management skills; introduction to learning and development; the opportunity for work experience etc.

3.2 HND in Human Resource Management

In terms of progression, the HNC leads naturally into the HND or out into the workplace. Whilst the HNC comprises mainly single credit Units and routine concepts, the HND is designed to build on this by developing more complex ideas, theories and concepts. To cope with this many of the Units are double credit and most are levelled at SCQF level 8. The exception is the one credit law Unit *Collective Employment Relations: Law* at SCQF level 7 which deals with collective rather than individual issues. This is to emphasise the importance given to understanding and application rather than just rote learning.

The HND involves more advanced research and analytical skills and requires much more independent study and team working from the candidates. This design feature is to strengthen the articulation into Higher Education Institutions by developing research, analysis and reporting skills in Units such as *Employee Resourcing and Talent Management* and *Research Methods in HRM*. The inclusion of this research Unit also puts an emphasis on self-development, increasingly important in a rapidly changing work environment. The key HRM areas are again present and allow the development of the skills and knowledge to a greater depth. But in the HND (which is at SCQF level 8) there is also further emphasis on the organisation and the business context with the inclusion of *Behavioural Skills for Business, Business Culture and Strategy* and *HRM: An Introduction to Finance* as mandatory Units within the award.

Like the HNC, the HND award offers a range of optional Units covering more complex HRM skills and knowledge such as the international context; performance management; employee reward; managing employee relations; and supporting organisational change.

3.3 Graded Units

Graded Units are designed to assess the candidate's ability to retain the knowledge and/or skills gained in the Units of the Group Awards; to grade the candidate's achievement and to meet the key aims of the Group Awards.

Since 2005, project-based Graded Units have been used for both the HNC in HRM and the HND in HRM. Both Graded Units for the awards remain project-based Units (practical assignments) as it is felt that the skills developed in planning, developing and evaluating projects are best suited for candidates entering the various career paths in HRM and therefore meet the aims of both awards.

As required by the HN Design Principles, the HNC in HRM and the HND HRM contain two Graded Units, which candidates must achieve, ie:

- ◆ For the HNC Award, candidates must achieve the Human Resource Management: Graded Unit 1 (H1XS 34) which is one single credit Graded Unit at SCQF level 7.
- ◆ For the HND Award, candidates must achieve the Human Resource Management: Graded Unit 2 (H1XW 35) which is a double credit Graded Unit at SCQF level 8; together with the Human Resource Management: Graded Unit 1 (H1XS 34) from the HNC award.

These Graded Units are revised versions of the previous graded units to refresh and enhance the content, as well as to reflect changes to the structures of the awards.

3.4 Other related qualifications

The following qualifications provide opportunities for progression to and from the revised HNC and HND in Human Resource Management:

- ◆ **National Qualifications (NQ)**

There are Business Management qualifications at both Intermediate 1 (SCQF level 4) and Intermediate 2 (SCQF level 5) which include human resource management as a mandatory Unit.

From August 2012, there is a National Professional Award (NPA) in Human Resources and the Law (at SCQF level 6) which includes HR: Administration and an introduction to contract and employment law.

- ◆ **Highers**

Higher Business Management (SCQF level 6) includes human resource management as a Mandatory Unit.

◆ **Higher National Qualifications (HN)**

Human resource management is an optional choice in the current HND in Business Management as SCQF level 8).

◆ **Degree Programmes**

A number of related degree programmes are offered at a range of institutions throughout Scotland. The HNC/D in Human Resource Management provides entry variously into 2nd and 3rd year of degree programmes.

◆ **Professional Qualifications**

The HNC/D in Human Resource Management forms a strong basis to assist candidates who wish to undertake professional HRM qualifications with the CIPD.

4 Aims of the Group Awards

4.1 General aims of the Group Awards

HNC/HND awards have a range of broad aims that are generally applicable to all equivalent Higher Education qualifications. Some of these general aims are to:

- ◆ develop knowledge and skills such as planning, analysing and synthesising
- ◆ develop employment skills and enhance employment prospects
- ◆ enable progression within the SCQF
- ◆ develop study and research skills
- ◆ develop transferable skills/Core Skills
- ◆ provide academic stimulus and challenge and foster an enjoyment of the subject

4.2 Specific aims of the Group Awards

Aim and objectives of the HNC Human Resource Management

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

- 1 develop candidates' skills, knowledge and understanding of technical areas of HRM as preparation for employment at an appropriate level
- 2 develop a range of core and transferable skills essential within HRM
- 3 prepare candidates for progression to further study

The main aim of the HND is to enable candidates to develop skills and knowledge in a wider range and complexity of HRM issues. The specific aims of the HND are therefore to:

- 4 develop candidates' skills, knowledge, understanding and application of main theories and more complex issues of HRM as preparation for employment at an appropriate level
- 5 develop a range of core and transferable skills essential for research and evaluation within HRM
- 6 prepare candidates for progression to further study at university or with professional body

4.3 Mapping of the specific aims of the Group Award

Specific aims of HNC	Units covering Knowledge/Skills
<p>1 Develop candidates' skills, knowledge and understanding of technical areas of HRM as preparation for employment at an appropriate level</p>	<ul style="list-style-type: none"> ◆ Human Resource Management: Introduction ◆ Individual Employee Relations: Law ◆ Individual Employee Relations: Practice ◆ Interviewing ◆ Human Resource Management: The Business Context ◆ Recruitment, Selection and Induction ◆ Continuing Professional Development: An Introduction ◆ Human Resource Management: Graded Unit 1 <p>Also the following Optional Units:</p> <ul style="list-style-type: none"> ◆ Human Resource Management: An introduction to Finance ◆ Learning and Development: An Introduction ◆ Managing People and Organisations
<p>2 Develop a range of core and transferable skills essential within HRM</p>	<ul style="list-style-type: none"> ◆ All Units — eg see Core Skills mapping in Appendix 3.
<p>3 Prepare candidates for progression to further study</p>	<ul style="list-style-type: none"> ◆ Individual Employment Relations: Law ◆ Human Resource Management: The Business Context ◆ Human Resource Management: Graded Unit 1

Specific aims of HND	Units covering Knowledge/Skills
<p>4 Develop candidates' skills, knowledge, understanding and application of main theories and more complex issues of HRM as preparation for employment at an appropriate level</p>	<p>All Units included in Specific Aim 1 above plus:</p> <ul style="list-style-type: none"> ◆ Collective Employment Relations: Law ◆ Research Methods in Human Resource Management ◆ Employee Resourcing and Talent Management ◆ Business Culture and Strategy ◆ Behaviour Skills for Business ◆ Human Resource Management Graded Unit 2 <p>Also the following optional Units:</p> <ul style="list-style-type: none"> ◆ Human Resource Management: The International Context ◆ Human Resource Management: Performance Management ◆ Human Resource Management: Employee Reward ◆ Human Resource Management: Supporting Organisational Change ◆ Human Resource Management: Employee Relationship Management
<p>5 Develop a range of core and transferable skills essential for research and evaluation within HRM</p>	<ul style="list-style-type: none"> ◆ Collective Employment Relations: Law ◆ Research Methods in Human Resource Management ◆ Employee Resourcing and Talent Management ◆ Human Resource Management Graded Unit 2 <p>Also the following optional Unit:</p> <ul style="list-style-type: none"> ◆ Human Resource Management: The International Context
<p>6 Prepare candidates for progression to further study at university or with professional body</p>	<ul style="list-style-type: none"> ◆ Collective Employment Relations: Law ◆ Research Methods in Human Resource Management ◆ Employee Resourcing and Talent Management ◆ Human Resource Management Graded Unit 2 <p>Also the following optional Unit:</p> <ul style="list-style-type: none"> ◆ Human Resource Management: The International Context

4.4 Target groups

The target clients are those wishing to enter employment in a HRM role. For the HNC candidates, this would be roles at a junior or introductory level; and for the HND candidates, this would be roles in a range of HRM roles at a trainee manager or executive level across private and public sector organisations and industry.

The client group will consist of not only of young people who have recently left school either immediately prior to entering this Group Award (or having completed a programme of suitable Units at National Certificate level) but also those in employment who would attend on a part time basis.

The HNC/HND in HRM would also be suitable for mature candidates wishing to return to further education.

In addition, the client group includes those who wish to progress to Higher Education and/or undertake professional qualifications in HRM or related subjects.

4.5 Employment opportunities

The HNC/D in HRM prepare candidates for a wide range of employment opportunities in HRM such as, employment relations; employee resourcing, training and development etc.

Job roles for candidates successfully completing the HNC/D include HRM roles such as HR Administrator; HR Adviser or HR Officer etc across private and public sector organisations and industry.

4.6 Articulation with Higher Education

The HNC/HND Human Resource Management awards have been designed to support the negotiation of formal articulation routes into second and third years of degree level study. The frameworks have been shared with colleagues at Scottish Universities to ensure that there are no gaps in skills and knowledge that would prevent the candidate progressing to the appropriate degree programme. The applied skills and knowledge acquired in a further education college should build easily into the more theoretical approach.

In addition, through the learning and teaching approaches which encourage individual research and analysis and the assessment approaches which develop communication skills (both oral and written), the study and research skills of candidates are developed to an appropriate level.

5 Access to Group Awards

5.1 General Advice

Access to both the HNC and HND in Human Resource Management awards is at the discretion of the centre. These recommendations are therefore for guidance only.

The benchmark for entry to this award has been taken as SCQF level 5 for all Core Skills except *Numeracy* which is set at SCQF level 4. The awards are designed to develop all Core Skills towards SCQF levels 5 and 6 as appropriate.

In addition centres may wish to specify:

- ◆ Any relevant Scottish Group Award at SCQF level 5 (Intermediate 2) or SCQF level 6 (Higher)
- ◆ Any two relevant National Courses at SCQF level 6 (Higher) together with three at SCQF level 5 (ie Standard Grades at level 3) or above
- ◆ An SVQ in a relevant area at SCQF level 5 or 6

Mature candidates with no qualifications but with suitable workplace experience and/or skills may be accepted if they are likely to benefit from undertaking the award.

5.2 Entry to HND in Human Resource Management

In order to achieve the HND in Human Resource Management, candidates must gain a total of 30 HN Credits from the appropriate parts of the award structure. Access to the HND in HRM typically varies between a requirement to have a minimum of between 12 and 15 credits, usually including all of the HNC HRM mandatory Units.

6 Group Awards structure

6.1 Main changes to Group Awards

In general, the previous HN HRM frameworks were operating effectively and achieving the aims of the awards. However from the results of the consultation and discussions with QDT members, the following actions relating to the structure and/or individual Units have been taken:

- ◆ The HNC in HRM award requires candidates to complete **8 mandatory credits and 4 optional credits**. The previous HNC in HRM award required candidates to complete **9 mandatory credits and 3 optional credits**. This means that the HNC award is slightly more flexible to allow centres to meet local needs.
- ◆ The HND in HRM award requires candidates to complete 20 mandatory credits and 10 optional credits. The previous HND in Advertising and PR award required candidates to complete 21 mandatory credits and 9 optional credits. Again giving centres more flexibility to meet local needs.

- ◆ The content of the main subject areas has been reviewed and updated to reflect current practice in HRM resulting in the following Units being amended:
 - Human Resource Management : An Introduction
 - Individual Employment Relations: Practice
 - Interviewing
 - Human Resource Management: The Business Context
 - Continuing Professional Development: Introduction
 - Recruitment, Selection and Induction
 - Human Resource Management: An Introduction to Finance
 - Research Methods in HRM (previously entitled Continuing Professional Development: Research Methods). This Unit is now reduced to one credit.
 - Employee Resourcing and Talent Management (previously entitled Employee Resourcing).
 - Human Resource Management: The International Context
 - Human Resource Management: Performance Management
 - Human Resource Management: Supporting Organisational Change
- ◆ Two Units have been moved from the mandatory section to the optional section of the HNC award:
 - Human Resource Management: An Introduction to Finance
 - IT in Business
- ◆ The Unit Human Resource Management: The Business Context has been made a mandatory Unit.
- ◆ The Unit Human Resource Management: Core Activities has been removed from the framework due to duplication with other HRM Units.
- ◆ In line with the revisions to the Group Award structures, two revised HRM Graded Units have been developed.

6.2 Framework

Structure of HNC Human Resource Management (GF9N15)

The HNC Human Resource Management award consists of 12 SQA credits, ie 8 mandatory SQA credits and 4 optional SQA credits:

Mandatory Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Human Resource Management : An Introduction*	H1KP 34	8	7	1
Individual Employment Relations: Practice*	H29W 34	8	7	1
Individual Employment Relations: Law*	H2MK 34	8	7	1
Interviewing*	H1XM 34	8	7	1
Human Resource Management: The Business Context*	H1XL 34	8	7	1
Continuing Professional Development: Introduction*	H1XJ 34	8	7	1

Mandatory Units (continued)

Unit title	Code	SCQF Credit points	SCQF level	SQA credit value
Recruitment, Selection and Induction*	H1XK 34	8	7	1
Human Resource Management: Graded Unit 1*	H1XS 34	8	7	1
Total Mandatory SQA credits required				8

Optional Units

Unit titles	SQA Code	SCQF credit points	SCQF Level	SQA credit value
Human Resource Management: An Introduction to Finance*	H1XN 34	8	7	1
Learning and Development: An Introduction	DN3H 34	16	7	2
Communication: Presenting Complex Communication for Vocational Purposes	F69L 34	8	7	1
Presentation Skills	F84E 35	8	8	1
Work Experience	DV0M 34	8	7	1
Managing People and Organisations	F84T 34	16	7	2
Payroll*	H4J9 34	8	7	1

IT Units — candidates can select one Unit from the following:

Unit titles	SQA Code	SCQF credit points	SCQF Level	SQA credit value
IT in Business — Word Processing, Spreadsheets and Databases: An Introduction	FG69 33	8	6	1
Office Technologies	F7J9 34	8	7	1
Information Technology: Applications Software 1	D75X 34	8	7	1
Information Technology: Applications Software 2	D7CY 35	8	8	1
Using Software Applications Packages	D85F 34	8	7	1
IT in Business — Spreadsheets	F84V 34	8	7	1
Total Optional SQA credits required				4

Total Credits Required — 12 (96 SCQF Credit Points)

The HNC in HRM will be awarded to candidates who achieve both of the following:

- ◆ 8 mandatory SQA credits. This is 64 SCQF credit points, all of which are at SCQF level 7 as this award is designed to focus on the broad range of activities within the HR function in a straightforward way; the practical applications of knowledge and understanding; and an emphasis on skills.
- ◆ 4 optional SQA credits. This is 32 SCQF credit points in various combinations of SCQF levels 6, 7 or 8 depending on the optional Units completed.

Note — Units with codes noted with an asterisk* are updated versions of previous Units. Units in shaded boxes are in a hierarchy.

Structure of HND Human Resource Management (GF9P16)

The HND Human Resource Management award consists of 30 SQA credits, ie 20 mandatory SQA credits and 10 optional SQA credits:

Mandatory Units

Unit titles	SQA Code	SCQF credit points	SCQF Level	SQA Credit
Human Resource Management: Introduction*	H1KP 34	8	7	1
Individual Employment Relations: Practice*	H29W 34	8	7	1
Individual Employment Relations: Law*	H2MK 34	8	7	1
Interviewing*	H1XM 34	8	7	1
Human Resource Management: The Business Context*	H1XL 34	8	7	1
Continuing Professional Development: Introduction*	H1XJ 34	8	7	1
Recruitment, Selection and Induction*	H1XK 34	8	7	1
Human Resource Management: An Introduction to Finance*	H1XN 34	8	7	1
Collective Employment Relations: Law	DN7D 34	8	7	1
Research Methods in Human Resource Management*	H1XV 35	8	8	1
Employee Resourcing and Talent Management*	H29V 35	16	8	2
Learning and Development: An Introduction	DN3H 34	16	7	2
Behavioural Skills for Business	F84L 35	8	8	1
Business Culture and Strategy	F7J7 35	16	8	2

Mandatory Units (continued)

Unit titles	SQA Code	SCQF credit points	SCQF Level	SQA Credit
HNC Human Resource Management Graded Unit 1*	H1XS 34	8	7	1
HND Human Resource Management Graded Unit 2*	H1XW 35	16	8	2
Total SQA Credits Required				20

Optional Units

Unit titles	Code	SCQF Credit points	SCQF Level	SQA Credit
Communication: Presenting Complex Communication for Vocational Purposes	F69L34	8	7	1
Payroll*	H4J9 34	8	7	1
Managing People and Organisations	F84T 34	16	7	2
Collective Employment Relations: Practice	DN7C 35	16	8	2
Human Resource Management: The International Context*	H1XT 35	8	8	1
Human Resource Management: Performance Management*	H1XR 35	8	8	1
Human Resource Management: Employee Reward	DN7H 35	8	8	1
Human Resource Management: Supporting Organisational Change*	H1XP 35	8	8	1
Human Resource Management: Employee Relationship Management	DN7E 35	8	8	1
Presentation Skills	F84E 35	8	8	1
Interpersonal and Group Skills	D7XF 35	8	8	1
e-Learning : Production: Project Management for Content	DE0Y 35	16	8	2
Work Experience	DV0M 34	8	7	1

IT Units — candidates can select one Unit from the following:

Unit titles	Code	SCQF credit points	SCQF Level	SQA Credit
IT in Business — Word Processing, Spreadsheets and Databases: An Introduction	FG69 33	8	6	1
Office Technologies	F7J9 34	8	7	1
Information Technology: Applications Software 1	D75X 34	8	7	1
Information Technology: Applications Software 2	D7CY 35	8	8	1
Using Software Applications Packages	D85F 34	8	7	1
IT in Business — Spreadsheets	F84V 34	8	7	1
IT in Business — Databases	F84X 34	8	7	1
Total SQA Credits Required				10

Total Credits Required — 30 (240 SCQF Credit Points)

The HND in HRM will be awarded to candidates who achieve both of the following:

- ◆ 20 mandatory SQA credits. This is 160 SCQF credit points, which are at either SCQF level 7 or SCQF level 8 to reflect that this award deals with more complex processes and involves the candidates in much more independent study and research than the HNC.
- ◆ 10 optional SQA credits. This is 80 SCQF credit points in various combinations of SCQF levels 6, 7 or 8 depending on the optional Units completed.

Note — Units with codes noted with an asterisk* are updated versions of previous Units. Units in shaded boxes are in a hierarchy.

6.3 Mapping of Group Awards

Skills CFA is the organisation responsible for promoting skills and qualifications in Human Resources and Recruitment Practice. They also oversee the development of the National Occupational Standards (NOS) in these areas. A mapping of the HNC/D in Human Resource Management against the NOS Standards and CIPD Units is provided in Appendix 2.

6.4 Core Skills

The Core Skills recognised by SQA are:

- ◆ *Communication*
- ◆ *Working with Others*
- ◆ *Problem Solving*
- ◆ *Information and Communication Technology (ICT)*
- ◆ *Numeracy*

The importance of Core Skills is recognised within the content, teaching approaches and assessment of the Units of the HNC/D in HRM.

The benchmark for entry to this award has been taken as SCQF level 5 for all Core Skills except Numeracy which is set at SCQF level 4. The award is designed to develop all Core Skills towards SCQF levels 5 and 6 as appropriate.

Candidates have many opportunities to practice and develop their skills as demonstrated in the Core Skills signposting for mandatory Units (Appendix 3).

7 Approaches to delivery and assessment

7.1 Guidance on context and content

The purpose of both awards is to prepare candidates for employment in human resource management departments in a variety of employment settings and as such candidates from a variety of backgrounds are able to undertake the awards. These awards have been designed for school leavers; adult learners and those in employment. They are suitable for delivery on either a part-time or a full-time basis and also using open learning/blended learning etc. Candidates may begin straight from school while others may choose the route as a new career path. Others eg may be experienced in administration and wish to further their development by studying and acquiring human resource management skills and knowledge. For some candidates it is anticipated that the awards will serve as a 'stepping-stone' to continue to progress their education, study and development.

The awards are designed to provide the knowledge and skills required by human resource practitioners and to consolidate them wherever practical with application. Centres will be encouraged to involve HR professionals and visits to relevant activities such as industrial tribunals so that candidates acquire realistic expectations about what work in this field will be like.

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

7.2 Guidance on delivery

These awards are intended to prepare candidates for employment within the field of human resource management and the delivery of all Units should reflect that context. As mentioned earlier, the awards are suitable for delivery on a full time, part time and open learning basis.

Delivery methods should encourage the development of Core Skills, and activities such as role play and group exercises can encourage the development of practical HRM skills.

Whilst centres are free to decide on the order of delivery of the Units, some build on the knowledge and skills from other Units. Where this is the case advice is given in the Unit specification. This may influence a centre regarding the order of delivery of Units, as well as the timing of the Graded Units. The Graded Units bring together many of the competencies gained by the candidate while undertaking the individual Units. Where such particular Units draw heavily upon the skills being gained within other Units, it is recommended that candidates start working on these Units after some or most of the 'supporting' Units have been delivered.

Centres are encouraged to use the Unit *Continuing Professional Development: Introduction* 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 and could assist, eg with future membership of CIPD.

Centres with smaller numbers of candidates may wish to offer the qualification on a part time 'roll on roll off' basis. This is an option would operate with candidates entering the awards at fixed points. Some separation may be required at certain points eg to allow those who have completed several Units to begin their Graded Unit whilst an introductory Unit such as *Human Resource Management: An Introduction* is delivered to new candidates.

Centres will manage the delivery of the HNC/D in HRM at their discretion. However, to assist centres, an example of a delivery schedule for the awards being delivered on a part time basis is given in Appendix 4.

7.3 Guidance on assessment

In order to make the awards as interesting as possible, a wide range of assessment methods can be used, for example:

- ◆ projects
- ◆ reports
- ◆ responses to given questions
- ◆ case studies and related questioning
- ◆ practical activities
- ◆ role play exercises
- ◆ presentations

To minimise the burden of assessment, there are real possibilities of integrating assessments within Units and centres are encouraged to take advantage of these opportunities as far as possible.

When centres consider integration of Unit assessments it is important that they manage this so as to allow candidates to undertake the Outcomes for individual Units and meet all the requirements. The management of this is the responsibility of the centre. The evidence gathered must be available for verification of each Unit.

For the mandatory Units of the HNC/D in HRM, exemplar assessment material is available on the SQA secure website which contextualises each Unit and exemplifies the standard for successful completion.

To assist centres, an assessment map for HMC/D in HRM can be found at Appendix 5.

7.4 Credit Transfer Arrangements

Credit transfer can be given where there is broad equivalence between the subject related content of the Unit (or combination of Units). Candidates who are given credit transfer between the previous HN Units and new/revised HN Units must still satisfy all other conditions of SQA's HN Design Principles for the Group Award, including the:

- ◆ Mandatory Units
- ◆ correct number of credits at the correct SCQF level

The credit transfer arrangements have been reviewed by the External Verifier for the verification group and guidance on credit transfer of previous HRM Units to the current (updated) HRM Units is available within the table at Appendix 6.

This guidance is subject to the centre's internal verification processes.

7.5 Guidance on Open Learning

It is possible to deliver the HNC/D in HRM by a variety of routes. It may be delivered on a full-time or part-time basis or by an Open Learning/Blended Learning route. Centres now have effective and interesting 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, all evidence requirements as described within the Units' specifications must be covered.

SQA approved centres are responsible for the authentication of their open, distance or mixed mode programmes through their quality assurance processes. Centres must be confident that:

- ◆ candidates entered for a qualification are who they say they are
- ◆ evidence submitted for assessment by candidates can be authenticated as their own work

SQA recommend that a mix of authentication tools be used to ensure the above, eg:

- ◆ Questioning — personal, telephone or online interview
- ◆ Written questioning
- ◆ ICT — on-line conferences, email discussions, password controlled systems, handwriting recognition, computer scanning of facial features, voice prints, finger prints, hand patterns and recognition of key board use.
- ◆ Personal logs and personal statements
- ◆ Witness testimony
- ◆ Summative assessment under supervision
- ◆ Recorded evidence
- ◆ Signing and counter-signing of candidates work
- ◆ Assessment supervisors — authenticators, invigilators and mentors

Further advice and guidance on open learning is available at SQA's website, www.sqa.org.uk

8 General information for centres

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

9 General information for candidates

The HNC and HND in Human Resource Management (HRM) are designed to equip you with the knowledge, understanding and skills to allow you to gain employment in an HRM role or HRM-related roles or to progress in your education and studies, eg to higher education or professional body qualifications.

HNC in Human Resource Management (GF9N15)

This is made up of 12 credits, of which 8 credits are mandatory. The mandatory section provides you with a general background and introduction to key Human Resource Management functions such as:

- ◆ Individual employment relations — both law and practice
- ◆ Interviewing
- ◆ Recruitment
- ◆ Selection
- ◆ Induction
- ◆ Continuing Professional Development (CPD)
- ◆ Putting HRM in the business context

This award also offers you a choice of optional Units in areas such as, learning and development; IT; finance; communication; presentation skills and office technologies; and other relevant topics. In addition to the 8 mandatory credits, you will need to achieve 4 optional credits to gain the HNC award.

HND in Human Resource Management (GF9P16)

This is a more advanced award and is made up of 30 credits; of which 20 credits are mandatory. In addition to the topics covered in the HNC in HRM, the mandatory section also covers areas such as:

- ◆ Employee resourcing and talent management
- ◆ Research methods in HRM
- ◆ Behavioural skills for business
- ◆ Business culture and strategy
- ◆ Learning and development
- ◆ Legislation regarding collective employment relations

Again there is a range of optional Units which cover topics such as performance management; employee reward; organisational change; employee relationship management; IT; finance; managing people; communication; presentation skills; e-learning etc. To achieve the HND in HRM you will need to complete the 20 mandatory credits and 10 of the optional credits.

The HNC/D in HRM will involve a wide range of assessments which can include the production of reports; responding to questions; use of case study materials; role plays; presentations, etc. Your centre will confirm the exact assessment arrangements.

Both awards include a Graded Unit, which are designed to assess your ability to retain and integrate the knowledge and skills gained in the awards and also to grade your achievement. There are three grades:

- A — if you achieve 70% or over
- B — if you achieve between 60% and 69%
- C — if you achieve between 50% and 59%

For the HNC in HRM award, the Graded Unit is a project in the form of a practical assignment where you take on the role of a HR consultant and introduce one of the following:

- ◆ the HRM function to a local small to medium enterprise (SME)
- ◆ a significant part of the HRM function in a larger organisation.

For the HND in HRM award, the project is also in the form of an investigation where you take on the role of an HR consultant. This time however you will research and propose the way forward for the introduction of innovative HRM practice(s) within an organisation. You have also to outline the contribution that the innovative HRM practice(s) will make to the effectiveness and efficiency of the organisation.

Good luck with your studies!

10 Glossary of terms

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Graded Unit: Graded Units assess candidates' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage candidates to retain and adapt their skills and knowledge.

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the HNC/HND from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised HNCs and HNDs are those developments or revisions undertaken by a group of centres in partnership with SQA.

11 Appendices

- Appendix 1: Consultation report
- Appendix 2: Mapping of HRM Units
- Appendix 3: Core Skills signposting
- Appendix 4: Suggested delivery schedule (for part-time candidates)
- Appendix 5: HNC/D in Human Resource Management Assessment Map
- Appendix 6: Credit transfer from previous HRM Units to current (updated HRM Units)

**Appendix 1: Review of HN in Human Resource Management
Practitioner Survey**

**Review of HN in Human Resource
Management — Practitioner survey**

Prepared for
The Scottish Qualifications Authority



Ruth Roy
Aspire Limited
June 2012

Contents

- 1 Executive Summary**
- 2 Introduction**
- 3 Methodology**
- 4 Analysis of Practitioner Responses**

1 Executive Summary

A market research exercise was conducted for SQA in June 2012. The objectives of this research were to establish the extent to which the proposed updated HN award in Human Resource Management meets the needs of employees carrying out an HRM role and how it may be improved. A total of 15 HRM practitioners (19% of those surveyed) responded to an e-survey questionnaire. More detailed telephone discussions were held with 4 HRM professionals.

The overall response to the proposed updated HN HRM award was very positive with:

- ◆ Over 90% agreeing that the aims of the award meet the needs of those carrying out an HRM role
- ◆ 87% agreeing that the award provides appropriate skills and knowledge for both employment and Continuous Professional Development (CPD)

The main findings indicate that important topics for the HNC award include:

- ◆ Introduction to HRM
- ◆ Interviewing
- ◆ Individual employment relations (law and practices)
- ◆ Continuous Professional Development
- ◆ Recruitment, Selection and Induction

Individual employee relations (in particular the Equal Pay Act), CPD, and Recruitment, Selection and Induction are considered most important to an HR practitioner's job role at this level.

Important topics for the HND award were highlighted as:

- ◆ Collective employment relations (law)
- ◆ Employee Resourcing
- ◆ Learning and Development
- ◆ Business Culture and Strategy
- ◆ Behavioural Skills

Employee Resourcing was considered to be most essential by all respondents and this along with Behaviour Skills, and Collective Employee Relations were felt to be of greatest importance for inclusion in an HND qualification in HRM.

There was general agreement that learning should be experiential and include guest speakers and that Centres, where possible, should be encouraged to call upon experienced HR professionals to input into delivery. Employer engagement was also recommended.

(Note — Details of respondents removed for data protection.)

2 Introduction

SQA currently has a Higher National Certificate (HNC) and Higher National Diploma (HND) in Human Resource Management in its portfolio, at SCQF levels 7 and 8. These awards have been in existence in their current form since 2005 and SQA feel that it is an appropriate time for them to be reviewed and refreshed where necessary.

As part of this process, employers of HRM practitioners were asked their opinion on the extent to which the current qualifications meet the needs of employees carrying out an HRM role and how they may be improved. This will ensure that the appropriate recommendations, based on market research, are made to a Qualifications Design Team.

3 Methodology

In order to meet the objectives of the review, the following activities were undertaken:

- ◆ e-survey
- ◆ telephone interview

The surveys were distributed through Survey Monkey, a simple web-based tool that enables even those with very limited experience of on-line surveys to complete it relatively easily. Web links were sent to circa 80 small businesses. To supplement this data, telephone interviews were conducted with 4 practitioners.

A total of 15 responses were received to the e-survey. This equates to approximately a 19% response rate, which is considered reasonable.

4 Analysis of Practitioner Responses

Detailed responses to each question are outlined below:

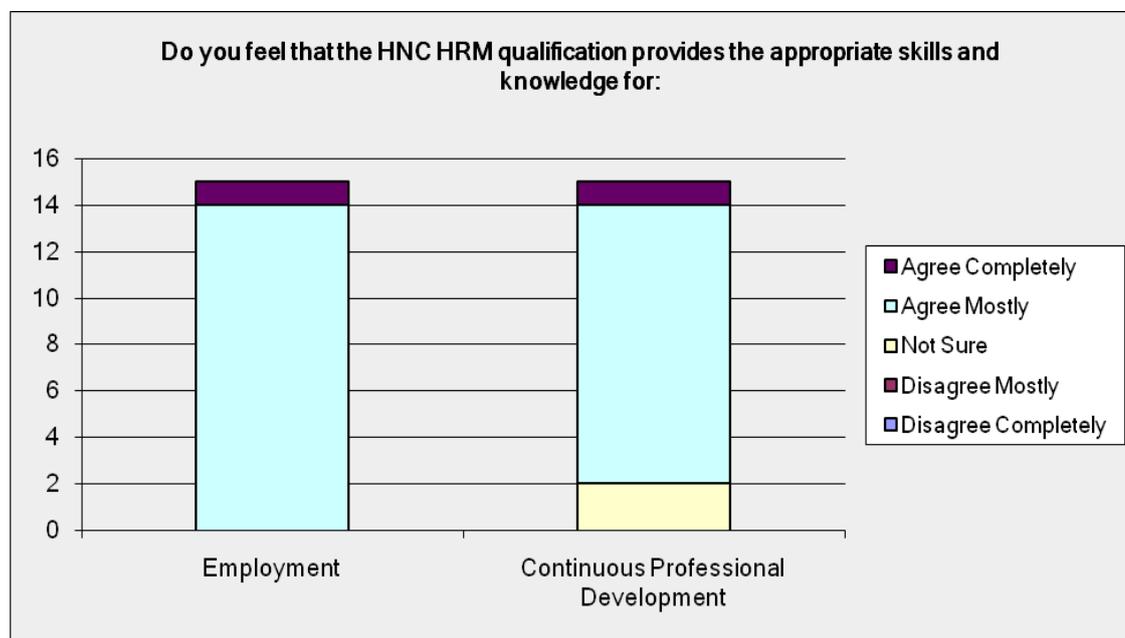
Question 1

Do you think the aims of the HN in HRM broadly meet the needs of those carrying out an HRM role?:		
Answer Options	Response Percent	Response Count
Yes	93.3%	14
No	6.7%	1
If not, please specify		2
answered question		15
skipped question		0

The majority of respondents (93.3%) felt that the aims of the HN at both levels broadly meet the needs of those carrying out an HRM role.

In addition, one practitioner felt that it would be useful to give an indication of the possible HRM role(s) each level of qualification relates to, so as to manage candidate's expectations as to what type of job they might apply for on completion of the award.

Question 2

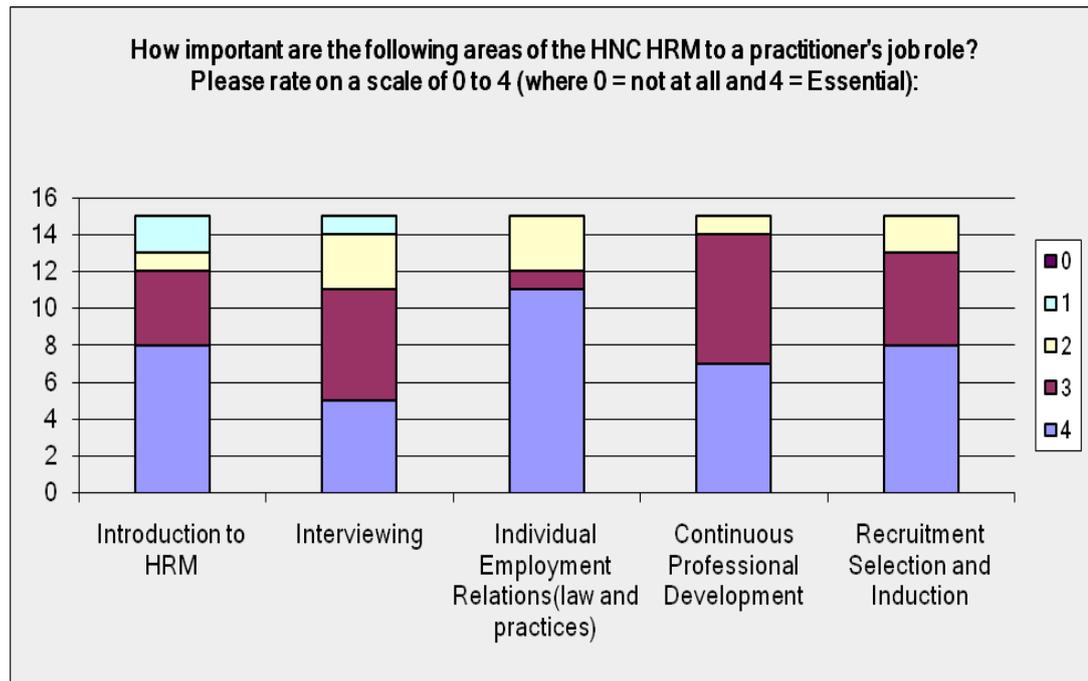


All respondents agreed that the HNC in HRM provides the appropriate knowledge and skills for employment, with most (87% of respondents) also agreeing that the award provided the appropriate skills and knowledge for Continuous Professional Development (CPD).

Two respondents were unsure if the qualification at this level equips candidates for CPD. A lack of information on what was covered in the course was cited as a possible reason for this uncertainty.

Another consultee referred to the findings of a 2012 survey where '70% of employers view CIPD membership as essential for advancement in the HR profession'. This practitioner was concerned therefore that there appeared to be no association between the course aims and a route to professional membership or accreditation of the CIPD.

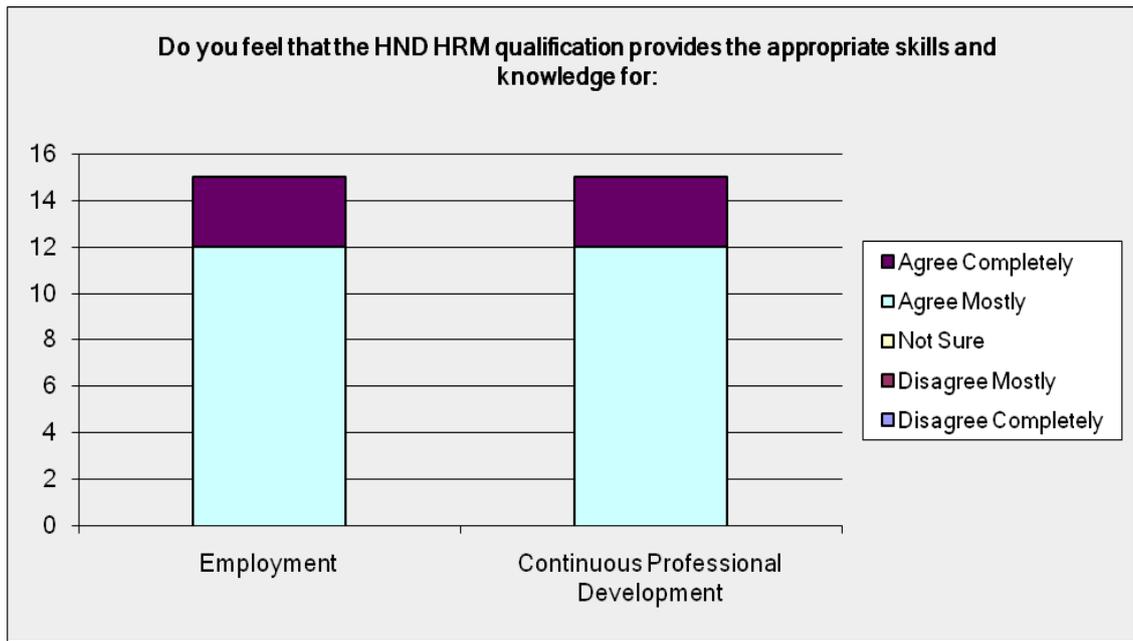
Question 3



Individual employment relations (law and practices) was considered to be most essential (73%) and this along with CPD and Recruitment and Selection and Induction were felt to be of greatest importance for inclusion in an HNC qualification in HRM. No areas were judged unimportant.

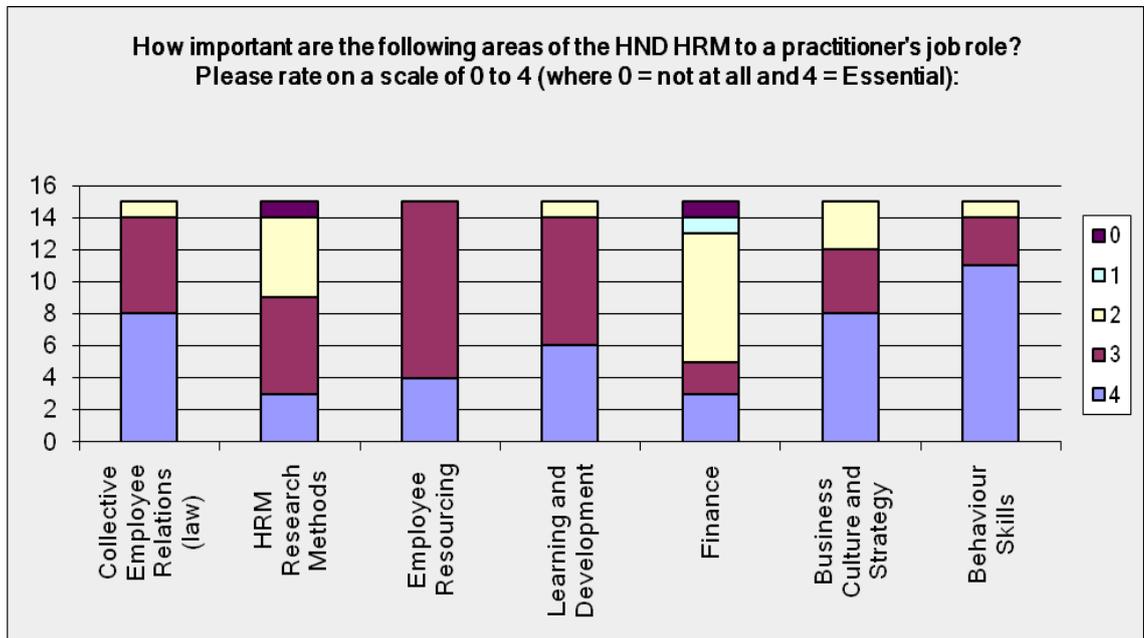
The Equal Pay Act was highlighted as a topic that should be covered as part of the Unit in Individual Employment Relations (Law and Practices).

Question 4



All respondents either mostly or completely agree that the HND in HRM provides the appropriate knowledge and skills for both employment and CPD.

Question 5



Employee Resourcing was considered to be most essential by all respondents and this along with Behaviour Skills and Collective Employee Relations (Law) were felt to be of greatest importance for inclusion in an HND qualification in HRM. There were mixed views on the importance of HRM Research Methods and Finance.

One practitioner cautioned against focusing too heavily on the Trade Unions of the past as part of the Unit in Collective Employee Relations (law), as only 28% of UK businesses are unionised.

There was also a suggestion that consideration should be given to renaming the Learning and Development Unit as Organisational Development to reflect current terminology in this area.

Question 6

The following features are considered to be the main strengths of the current HN award:

- ◆ Practical element of HNC — prepares candidates for when out in the field and this will benefit employers.
- ◆ Practical element - student and employers.
- ◆ Great foundation.
- ◆ Coverage of business culture and strategy; and behavioural skills. The section around research methods will also be very useful.
- ◆ Industrial relations coverage and cultural and behavioural issues.
- ◆ That it proves the candidate has learned the theory of HR and understands how to put it into practice.
- ◆ An opportunity for practitioners to gain fundamental underpinning knowledge in a cross section of HRs.
- ◆ Covers a wide range of HR topics grounded in a business context.

Question 7

Respondents gave a comprehensive range of subject areas that they thought could be included in any refresh of the HN award and these are detailed below:

- ◆ There should be basic requirement for writing as candidates will often have to write letters and reports as part of their role. There is quite a lot of duplication between Units and this cross over should be referred to and where evidence requirements may already be covered by another Unit.
- ◆ Employee Reward and Organisational change (These are more important after economic downturn). Grievance related issues and how to handle these.
- ◆ Application to real life situations Guest speakers to give life to content as every company different.
- ◆ Any students without work experience in HR could get a placement.
- ◆ Mediation skills.
- ◆ Section that covers importance of having Commercial Awareness within specific business areas this will help HR to understand potential challenges within their business and support stakeholder relationships.
- ◆ Work Force Planning Pay & Reward Organisational Development Equality & Diversity.
- ◆ Practical skills.
- ◆ Maybe more on assertiveness and conflict management - how to actually deal with situations (communication).

In addition, managing business relationships was highlighted as an important area that did not appear to be covered by the award. In particular, it was felt that handling conflict in the workplace and the legal and practical aspects that underpin this, such as disciplinary and grievance procedures were essential — although these topics are likely to be covered in the Employee Relations Units.

Question 8

Respondents made the following additional comments/observations on the award:

- ◆ Assessment should not all be written - this is onerous in terms of marking. More observation and open book assessment would be good.
- ◆ The course development needs to build in the need for adaptability especially in the current climate.
- ◆ Overall, I liked the content of the HND and felt it was a more appropriate level. It would have been helpful to align it with the CIPD certifications and awards. From experience of further education at colleges, I am concerned that the quality of the teaching and course management may not achieve a high enough standard, so while the Qualification title and content may sound good, the actual quality of delivery will dilute the outcome and brand of the qualification.

Appendix 2: Mapping of Human Resource Management Units

Unit Title	Alignment with Human Resource and Recruitment NOS/CIPD Units
Human Resource Management : An Introduction	CFAHR1 — Implement and evaluate an HR strategy (Outcome 3) CFAHR6 — Develop HR policies (Outcome 3) CFAHR14 — Plan the structure and design of the HR function (Outcome 2)
Individual Employment Relations: Law	CFAHR11 — Plan and implement employee relations strategy
Individual Employment Relations: Practice	CFAHR6 — Develop HR policies (Outcome 1) CFAHR11 — Plan and implement employee relations strategy (Outcomes 1, 2 and 3)
Interviewing	CFAHR7 — Plan and deliver recruitment CFAREC6 — Assess jobseekers
Human Resource Management: The Business Context	CFAHR6 — Develop HR policies
Continuing Professional Development: Introduction	CIPD Unit — Developing yourself as an effective human resources or learning and development practitioner
Recruitment, Selection and Induction	CFAHR7 — Plan and deliver recruitment (Outcomes 1, 2 and 3)
Human Resource Management Graded Unit 1	As the Graded Unit integrates mandatory Units of the award, it aligns with the NOS highlighted for these Units
Collective Employment Relations: Law	CAFHR12 — Deliver employment relations negotiations
Research Methods in HRM	CFAHR1 — Implement and evaluate an HR strategy
Employee Resourcing and Talent Management	CFAHR5 — Develop organisational talent (Outcomes 1 and 3) CFAHR7 — Plan and deliver recruitment (Outcomes 1, 2 and 3) CFAREC1 — Develop a resourcing strategy (Outcome 1)
Collective Employment Relations: Practice	CFAHR8 — Manage and facilitate people release (Outcome 5) CAFHR12 — Deliver employment relations negotiations (Outcomes 1, 2, 3 and 5)

Unit Title	Alignment with Human Resource and Recruitment NOS/CIPD Units
Human Resource Management Graded Unit 2	As the Graded Unit integrates mandatory Units of the award, it aligns with the NOS highlighted for these Units
Human Resource Management: The International Context	CFAHR6 — Develop HR policies
Human Resource Management: Performance Management	CFAHR8 — Manage and facilitate people release CFAHR9 — Facilitate the delivery of performance management
Human Resource Management: Employee Reward	CFAHR10 — Manage reward and recognition strategies
Human Resource Management: Supporting Organisational Change	CIPD Unit — Supporting Change within Organisations
Human Resource Management: Employee Relationship Management	CFAHR11 — Plan and implement employee relations strategy (Outcomes 1, 2 and 3) CFAHR13 — Plan and implement employee engagement solutions (Outcome 2)

Appendix 3: Core Skills signposting

Communication (SCQF level 6)

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
Human Resource Management: Introduction	Outcomes 2 and 3: research for in depth report. Underpinning knowledge by reading complex information on theory and practical applications of HRM in organisational success.	Developed	✓	
Individual Employment Relations: Law	Outcomes 1–4: identification of significant information in recruitment and employment law. Evaluation of relevance and effects of the range of statutes in their practical application to employment issues.	Developed	✓	✓
Individual Employment Relations: Practice	Outcomes 1–3: responding to questions on key issues of individual employee relations.	Developed	✓	✓
Recruitment, Selection and Induction	Outcome: research on a range of complex current information affecting induction of new employees.	Developed	✓	
Interviewing	Outcome 1: analysis, summary and evaluation of background information, legislation and employment documents.	Developed	✓	✓
Human Resource Management: The Business Context	Outcome 3: analysis and evaluation of a case study.	Developed	✓	

Unit	Knowledge and Skills/Evidence	Developed/ Assessed	a	b
Continuing Professional Development: Introduction	Outcomes 1 and 2: reading and understanding complex information associated with the concept and theory of CPD. Completion, analysis and evaluation of a CPD plan and record.	Developed	✓	✓
Human Resource Management: An Introduction to Finance	Outcomes 2 and 3: read, understand and evaluate complex written communication.	Developed	✓	✓
Research Methods in Human Resource Management	Outcomes 1–3: analysis and evaluation of a formal research report involving reading complex information and presentation of a HRM issue.	Developed	✓	✓
Employee Resourcing and Talent Management	Outcomes 1–3: responding to questions on issues of employee resourcing and talent management.	Developed	✓	✓
Human Resource Management: The International Context	Outcomes 1–3: responding to questions and analysis and evaluation of case study materials.	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 effectively 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
Human Resource Management: Introduction	Outcomes 2 and 3: holistic written report covering the application of HRM and its contribution to organisational success.	Developed	✓	✓	✓	✓	✓
HRM Individual Employment Relations: Practice	Outcomes 1–3: extended written responses and producing guidance and presenting practical application of essential theory in analysis of case studies.	Developed	✓	✓	✓	✓	✓
Interviewing	Outcomes 1 and 2: Portfolio of structured complex written business communication underpinning selection/performance review process including advertisements, specifications reports.	Developed	✓	✓	✓	✓	✓
Human Resource Management: The International Context	Outcomes 1–3: preparing written responses to questions and case study materials.	Developed	✓	✓	✓	✓	✓
Employee Resourcing and Talent Management	Outcomes 1–3: preparing written responses to questions, evaluation reports or responses to case study materials.	Developed	✓	✓	✓	✓	✓

Unit	Knowledge/Skills/Evidence	Developed/Assessed	a	b	c	d	e
Research Methods in Human Resource Management	Outcomes 1–3: completion of a research proposal.	Developed	✓	✓	✓	✓	✓
Human Resource Management: The Business Context	Outcomes 1–3: written assessments involving written communications for complex situations in the business context.	Developed	✓	✓	✓	✓	✓
Continuing Professional Development	Outcomes 1–3: identifying and recording the complex issues of CPD in the completion of CPD plan and record.	Developed	✓	✓	✓	✓	✓
Human Resource Management: An Introduction to Finance	Outcomes 2 and 3: produce well-structured written communication on selected topics.	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
Human Resource Management: Introduction	Outcomes 2 and 3: group discussions through the analysis and evaluation of information related to each Outcome and through verbal exploration of complex issues.	Developed	✓	✓	✓	✓	✓
Individual Employee Relations: Practice	Outcomes 1–3: participating in employee relations interviews or group discussions.	Developed	✓	✓	✓	✓	✓
Interviewing	Outcomes 1 and 2: planning and conducting formal interviews, including using active listening skills, presenting essential information, use of vocabulary and responding to others whilst taking part in complex issues.	Developed	✓	✓	✓	✓	✓
Human Resource Management: The Business Context	Outcomes 1–3: group discussions which will analyse and evaluate related information on the business context and subsequently the HRM function.	Developed	✓	✓	✓	✓	✓
Recruitment Selection and Induction	Outcomes 1–3: group discussions which will analyse and evaluate related information on the recruitment, selection and induction process.	Developed	✓	✓	✓	✓	✓

Unit	Knowledge/Skills/Evidence	Developed/Assessed	a	b	c	d	e
Continuing Professional Development: Introduction	Outcomes 1–3: group discussions which will analyse and evaluate related information on CPD.	Developed	✓	✓	✓	✓	✓
Research Methods in Human Resource Management	Outcomes 1–3: group discussions which will analyse and evaluate related information on in-depth human resource management topics.	Developed	✓	✓	✓	✓	✓
Employee Resourcing and Talent Management	Outcomes 1–3: group discussions on complex issues of employee resourcing, assessment methods within the employment process and talent management.	Developed	✓	✓	✓	✓	✓
Human Resource Management: The International Context	Outcomes 1–3: group discussions which analyse and evaluate related information on comparative and international HRM and Multinational Enterprises.	Developed	✓	✓	✓	✓	✓
All Units	Teaching and Learning for all Units will involve group discussion which analyses and evaluates relevant and related information. Personal interviews and guidance from assessors will encourage verbal exploration of complex issues.	Developed	✓	✓	✓	✓	✓

Information and Communication Technology (SCQF level 6)

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
Information Technology in Business	Using IT equipment securely, resolving any problems, using software to analyse, design, integrate and output a range of information; practical word processing, presentation of spreadsheets and databases.	Developed	✓	✓	✓	✓
Individual Employment Relations: Practice	Use of internet or other online resources when researching eg current legislation and codes of practice on equality and diversity; employment relations practices; managing diversity success stories etc.	Developed	✓		✓	✓
Continuing Professional Development: Introduction	Outcomes 1 and 3: internet research on historical and current issues and events related to CPD. Presentation, storage and security of electronic data to comply with the legal requirements of data protection.	Developed	✓		✓	✓
Recruitment, Selection and Induction	Internet search on the historical and current issues and events related to recruitment, selection and induction. Outcome 3 in particular develops the use of professional presentation of an induction process.	Developed	✓		✓	✓
Human Resource Management; An Introduction to Finance	Outcomes 2 and 3: use of spreadsheet and word processing software in the presentation of performance reports, and payroll records/budgetary data.	Developed	✓		✓	✓

Unit	Knowledge/Skills/Evidence	Developed/Assessed	a	b	c	d
Research Methods in Human Resource Management	Outcomes 1–3: internet research, word processing and presentation of the research proposal.	Developed	✓		✓	✓
Employee Resourcing and Talent Management	Outcomes 1–3: use of the internet or other online resources to research issues and current trends in employee resourcing and talent management performance management systems.	Developed	✓		✓	✓
Human Resource Management: The International Context	Outcomes 2 and 3: internet research of Multinational Enterprises to evaluate complex comparative and international HRM theories, practices and contexts.	Developed	✓		✓	✓
All Units	Internet research on current HRM issues, events and management practice will provide essential underpinning knowledge for the award. Professional presentation of journals, logs and business documentation and training materials will involve extensive access to and use of technology.	Developed	✓		✓	✓

Numeracy (SCQF level 6)

Skill component — Using Number

Apply a wide range of numerical statistical and other mathematical skills

- a Work confidently with a numerical or statistical concept.
- b Decide on numerical operations.
- c Carry out sustained complex calculations.

Unit	Knowledge/Skills/Evidence	Developed/Assessed	a	b	c
Human Resource Management: An Introduction to Finance	Outcomes 1–3: calculation of sales/labour and production costs to a budget. Assessing performance and financial position of a business, calculating variances preparing performance report, projecting for fixed and variable costs. Calculating pay and deductions.	Developed	✓	✓	✓
Information Technology: in Business WP, S and D: An Introduction	Outcome 2 use of formulae and functions in producing spreadsheet data. Calculating data in a range of business formats.	Developed	✓	✓	✓

Numeracy (SCQF level 6)

Skill component Using graphical information

Apply a wide range of graphical skills to interpret and present complex information

- (a) Analyse and interpret complex graphical information.
- (b) Select an appropriate form and communicate information.

Unit	Knowledge/Skills/Evidence	Developed/Assessed	a	b
Human Resource Management: Introduction to Finance	Outcomes 2–3: analysing and interpreting accounts information, preparing and presenting spreadsheets, budgets and payroll records in a professional format.	Developed	✓	✓
Information Technology in Business	Analysing and presenting data in a range of business formats, including spreadsheets and databases.	Developed	✓	✓

Problem Solving (SCQF level 6)

Skill components

Critical Thinking — CT

- ◆ Analyse a complex situation or issue

Planning and Organising — PO

- ◆ Plan organise and complete a complex task

Reviewing and Evaluating — RE

- ◆ Review and evaluate a complex problem solving activity

Unit	Knowledge/Skills/Evidence	Developed/Assessed	CT	PO	RE
Human Resource Management: Introduction	Underpinning theoretical knowledge — study of behavioural theories and practical approaches to problem solving in organisations.	Developed	✓		
Individual Employee Relations: Practice	Outcomes 1–3: identifying complex factors in employee relations, assessing their relevance and analysing ways to solve problems and provide guidance to managers and staff.	Developed	✓	✓	✓
Individual Employee Relations: Practice	Outcomes 1– 3: analysis of case study materials involving contentious workplace issue(s) and practical evaluation to offer guidelines on good practice within the law.	Developed	✓	✓	✓
Human Resource Management: An Introduction to Finance	Analysis of performance and budgeting against fixed and flexed costs, financial position of a business and preparation of accounting information to a brief.	Developed	✓	✓	✓
Interviewing	Plan, prepare for and take part in formal business interviews. Formative work will involve the review and evaluation of performance.	Developed	✓	✓	✓

Unit	Knowledge/Skills/Evidence	Developed/Assessed	CT	PO	RE
Human Resource Management: The International Context	Identify complex factors, assess their relevance, analyse ways to solve problems, justify conclusions etc in tackling issues and problems in complex HRM and Mutinational Enterprises.	Developed	✓	✓	✓
Employee Resourcing and Talent Management	Identify complex factors, assess their relevance, analyse ways to solve problems, justify conclusions etc. in tackling issues and problems in evaluating employee resourcing, assessment methods and talent management within organisations.	Developed	✓	✓	✓

Working with Others (SCQF level 6)

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
Human Resource Management: Introduction	Underpinning theoretical knowledge: behavioural theories of organisational communication, assessment requiring analytical examination of the component elements of group working practices.	Developed	✓			
Individual Employee Relations: Practice	Promote cooperative working, provide guidance and participate in an employee relations interview.	Developed	✓	✓	✓	
Recruitment Selection and Induction	Planning, organising and taking part in recruitment process. Formative work will cover all aspects of the skill including evaluation of approaches to improving own performance and others.	Developed	✓		✓	✓
Interviewing	Analysis of requirements for selection process. Active listening and responding to support interviewee and evaluation to identify follow up actions.	Developed	✓		✓	✓
Human Resource Management: The Business Context	An analytical and evaluative approach to working with a range of others in an organisation will be reflected in whole class group work activities.	Developed	✓	✓	✓	✓
Continuing Professional Development: Introduction	An analytical and evaluative approach to working with a range of others in an organisation will be reflected in whole class group work activities.	Developed	✓	✓	✓	✓

Unit	Knowledge/Skills/Evidence	Developed/Assessed	a	b	c	d
Human Resource Management: The International Context	Outcomes 1–3: where candidates are employed, they will work with a range of others in an organisation on international HRM issues which could then be reflected in whole class or group work activities.	Developed	✓	✓	✓	✓
All Units	All elements of the Core Skill and the concept of effective working practice is critical to the whole award - an analytical and evaluative approach to working with a range of others in an organisation will be reflected in whole class group work activities.	Developed	✓	✓	✓	✓

Appendix 4: Assessment Map HNC/D in Human Resources Management

Mandatory Units Unit	Outcomes	Assessment Guidance
HRM: Introduction H1KP 34	<ol style="list-style-type: none"> 1 Explain the historical development and function of Human Resource Management 2 Explain the main activities of Human Resource Management 3 Analyse the contribution of Human Resource Management to organisational success 	<p>1: Short response questions in an open book environment.</p> <p>2 and 3: Case study — report</p>
Individual Employment Relations: Law DN75 34	<ol style="list-style-type: none"> 1 Explain the application of current employment law and statutory rules relating to the Contract of Employment 2 Explain the application of current statutory laws in relation to discrimination 3 Explain the application of current common law and statutory rules in relation to employment protection 4 Explain the application of current common law and statutory rules in relation to dismissal 	<p>1–4: Extended response questions to case study materials</p>
Individual Employment Relations: Practice H29W 34	<ol style="list-style-type: none"> 1 Explain the employment relations issues and the application of policies and procedures for managing these relationships. 2 Explain the application of good practice relating to handling equality and diversity issues in the workplace. 3 Provide guidance on the implementation of a range of employment relations practices. 	<ol style="list-style-type: none"> 1: Responses to specific questions in open book conditions. 2: Extended responses in relation to a case study in an open book setting. 3: Report or briefing paper or a response to a specific open book question or questions.
CPD: Introduction H1XJ 34	<ol style="list-style-type: none"> 1 Analyse the main principles and concepts in relation to Continuous Professional Development (CPD). 2 Create an action plan for personal improvement and development opportunities. 3 Implement and evaluate agreed CPD activities. 	<ol style="list-style-type: none"> 1: Short response questions 2 and 3: Practical assignment — completed CPD Plan , development record and self- evaluation report

Mandatory Units	Outcomes	Assessment Guidance
Recruitment, Selection and Induction H1XK 34	<ol style="list-style-type: none"> 1 Contribute to the recruitment process 2 Contribute to the selection process 3 Design an induction programme for a new employee 	<p>1 and 2: Portfolio/report or preparing for and conducting a selection interview.</p> <p>3: Creation of an induction pack for a new employee.</p>
Interviewing H1XM 34	<ol style="list-style-type: none"> 1 Demonstrate appropriate and effective interview planning and interviewing techniques. 2 Identify and take appropriate follow up action. 	<p>1 and 2: Role playing and interview; Candidates conducting an actual interview; short self-evaluation exercise after the interview.</p>
Human Resource Management: The Business Context H1XL 34	<ol style="list-style-type: none"> 1 Explain the legal forms of business entities. 2 Analyse the factors impacting on organisations and their effect on the HRM function. 3 Explain the roles of the HRM function within different organisational structures. 	<p>1–3: Extended response answers to questions drawing on examples from the Case Study and/or other examples.</p>
HRM: Graded Unit 1 HX1S 34	<p>Investigative project covering the development of an action plan, investigative report and evaluation report.</p>	<p>Project Report covering 3 stages, ie planning, developing and evaluating.</p>
Human Resource Management: An Introduction to Finance H1XN 34	<ol style="list-style-type: none"> 1 Carry out basic payroll processes. 2 Report on budget variances for an HR department. 3 Analyse the profitability and liquidity of an organisation and the efficiency of its HR department. 	<ol style="list-style-type: none"> 1: Practical tasks — working out wage and salary figures. Completion of P11 and P45. 2: Report explaining variances. 3: Report on profitability and liquidity of organisation and efficiency of its HR department.

Mandatory Units	Outcomes	Assessment Guidance
Collective Employment Relations: Law DN7D 34	<ol style="list-style-type: none"> 1 Explain the nature of employee relations. 2 Explain the processes for the maintenance of effective employee relations within the workplace. 3 Conduct and evaluate a negotiation. 4 Explain the requirements for a safe and healthy working environment. 5 Explain the design and implementation of policies and procedures for terminating employment. 	<p>1 and 2: Report.</p> <p>3: Observation supported by an observation checklist and self-evaluation report.</p> <p>4 and 5: Extended response.</p>
Research Methods in HRM H1XV 35	<ol style="list-style-type: none"> 1 Explain theoretical approaches to research in Human Resource Management. 2 Explain research methodology in Human Resource Management. 3 Produce a research proposal. 	<p>1: Extended response questions to confirm knowledge of relevant theoretical approaches</p> <p>2 and 3: Research proposal, including evaluation of research methodologies.</p>
Employee Resourcing and Talent Management H29V 35	<ol style="list-style-type: none"> 1 Evaluate employee resourcing within an organisational context. 2 Evaluate selection methods used in the employment process. 3 Evaluate talent management within an organisational context. 	<p>1–3: Open book with evaluation report/response; extended response to case study materials or on appropriate organisation(s).</p>

Mandatory Units	Outcomes	Assessment Guidance
Learning and Development: An Introduction DN3H 34	<ol style="list-style-type: none"> 1 Undertake a basic training needs analysis for an organisation. 2 Select appropriate training options. 3 Plan prepare and deliver a short training session. 4 Provide feedback to learners. 5 Review effectiveness of training with learners. 	<ol style="list-style-type: none"> 1: Open book written report of 800 words, which should be based on a case study or on a work situation. 2: Open book report (where written c.800 words) based on a case study or on a work situation. 3 and 4: Practical assignment, ie 20 min training session and observation checklist 5: Report
Behavioural Skills for Business F84L 35	<ol style="list-style-type: none"> 1 Analyse the main aspects of the managerial function in organisations. 2 Analyse behavioural skills/strategies used by managers. 3 Analyse a selection of techniques used by managers to manage themselves and others. 	1–3: Report based on analysis of a case study of a situation which managers in business are likely to encounter. The case study may be presented in a video or other non-written format.
Business Culture and Strategy F7J7 35	<ol style="list-style-type: none"> 1 Analyse the process by which management can assess the current relationship between the organisation and its external environment. 2 Assess the relationship between organisational culture and organisational behaviour. 3 Explain the influence of business strategy on organisational behaviour. 4 Explain how to manage a business strategy. 5 Analyse how to manage change within an organisation. 	Open-book assessments with structured questions linked to the Evidence Requirements for each Outcome. Candidates could produce a report based on these structured questions.
HND Human Resource Management Graded Unit 2 H1XW 35	Investigative project covering the development of an action plan, investigative report and evaluation report.	Project. Investigative Report covering 3 stages, ie planning, developing and evaluating..

Appendix 5: Suggested Delivery Schedules (for part-time candidates)

HNC Human Resource Management

Part time/'Roll On-Roll Off' Arrangements

Delivery schedule: Example One

Year One

Block One	Block 2	Block 3
DN75 34 Individual Employment Relations: Law	H29W 34 Individual Employment Relations: Practice	H1XN 34 HRM: An Introduction to Finance (Optional Unit)
H1KP 34 HRM: Introduction (1 st years only) H1XS 34 HRM Graded Unit 1 (2 nd years only)	H1XN 34 Continuing Professional Development: Introduction	H1XL 34 HRM: The Business Context

Year Two

Block One	Block 2	Block 3
H1XM 34 Interviewing	H1XK 34 Recruitment, Selection and Induction	DN3H 34 Learning and Development: Introduction (Optional Unit)
H1KP 34 HRM: Introduction (1 st years only) H1XS 34 HRM Graded Unit 1 (2 nd years only)	FG69 33 IT in Business: — Word Processing, Spreadsheets and Databases: An Introduction (Optional Unit)	DN3H 34 Learning and Development: Introduction (Optional Unit)

HNC Human Resource Management

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Part time / 'Roll On-Roll Off' Arrangements

Delivery schedule: Example Two

Year One

Block One	Block 2	Block 3
DN75 34 Individual Employment Relations: Law	H29W 34 Individual Employment Relations: Practice	H1KP 34 HRM: Introduction (1 st years only) H1XS 34 HRM Graded Unit 1 (2 nd years only)
H1XN 34 Continuing Professional Development: Introduction	DN3H 34 Learning and Development: Introduction (Optional Unit)	DN3H 34 Learning and Development: Introduction (Optional Unit)

Year Two

Block One	Block 2	Block 3
HH1XL 34 HRM: The Business Context	H1XK 34 Recruitment, Selection and Induction	H1XM 34 Interviewing
H1XN 34 HRM: An Introduction to Finance (Optional Unit)	FG69 33 IT in Business: - Word Processing, Spreadsheets and Databases: An Introduction (Optional Unit)	H1KP 34 HRM: Introduction (1 st years only) H1XS 34 HRM Graded Unit (2 nd years only)

Appendix 6: Credit Transfer from previous HRM Units to current (updated) Units

Previous Unit — Title and SQA code	Current (updated) Unit: Title and SQA code	Credit Transfer Conditions
Human Resource Management: Introduction DN78 34	Human Resource Management: Introduction H1KP 34	Full Transfer
Individual Employment Relations: Practice DN76 34	Individual Employment Relations: Practice H29W 34	Full Transfer
Continuing Professional Development: Introduction DN74 34	Continuing Professional Development: Introduction	Full Transfer
Recruitment, Selection and Induction DN7A 34	Recruitment, Selection and Induction H1XK 34	Full Transfer
Interviewing DN77 34	Interviewing H1XM 34	Full Transfer
Human Resource Management: The Business Context DN71 34	Human Resource Management: The Business Context H1XL 34	Full Transfer
HNC Human Resource Management Graded Unit 1 DN7N 34	HNC Human Resource Management Graded Unit 1 H1XS 34	Full Transfer
Applied Continuous Professional Development: Research Methods in HRM DN7F 35	Research Methods in Human Resource Management H1XV 35	Full Transfer but only counts as one credit
Employee Resourcing DN7G 35	Employee Resourcing and Talent Management H29V 35	Outcomes 1 and 2: Full Transfer Outcome 3: Additional evidence on talent management required
HND Human Resource Management Graded Unit 2 DN7P 35	HND Human Resource Management Graded Unit 2 H1XW 35	Full Transfer
Human Resource Management: The International Context DN7L 35	Human Resource Management: The International Context H1XT 35	Full Transfer
Human Resource Management: Performance Management DN7J 35	Human Resource Management: Performance Management H1XR 35	Full Transfer
Human Resource Management: Supporting Organisational Change DN7K 35	Human Resource Management: Supporting Organisational Change H1XP 35	Full Transfer

Previous Unit — Title and SQA code	Current (updated) Unit: Title and SQA code	Credit Transfer Conditions
Human Resource Management: An Introduction to Finance DN79 34	Human Resource Management: An Introduction to Finance H1XN 34	Full Transfer