

**CFAM&LDA3 (H41M 04) Induct Individuals Into Their Roles**

I confirm that the evidence detailed in this unit is my own work.

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| **Candidate’s name** |  | **Candidate’s signature** |  | **Date** |
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I confirm that the candidate has achieved all the requirements of this unit.

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| **Assessor’s name** |  | **Assessor’s signature** |  | **Date** |
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| **Countersigning — Assessor’s name****(if applicable)** |  | **Countersigning — Assessor’s signature****(if applicable)** |  | **Date** |
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I confirm that the candidate’s sampled work meets the standards specified for this unit and may be presented for external verification.

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| **Internal verifier’s name** |  | **Internal verifier’s signature** |  | **Date** |
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| **Countersigning — Internal verifier’s name****(if applicable)** |  | **Countersigning — Internal verifier’s signature****(if applicable)** |  | **Date** |
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| **External Verifier’s initials and date (if sampled)** |  |

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| **Unit overview** |
| This standard is about inducting individuals – who may be new recruits or people already in the organisation – into new work roles. This standard is not intended for human resources specialists. It relevant to managers and leaders who are responsible for inducting individuals into new work roles in their organisation or their particular area of responsibility. |

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| **Sufficiency of evidence** |
| There must be sufficient evidence to ensure that the candidate can consistently achieve the required standard over a period of time in the workplace or approved realistic working environment. |

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| **Performance criteria** |
| **What you must do:** |
| There must be evidence for **all** Performance Criteria (PC). |
| 1. Engage appropriate people within your organisation and other key stakeholders in inducting people into their roles.
2. Ensure you comply with your organisation’s induction, equality, diversity and inclusion policies.
3. Seek and make use of specialist resources, where required.
4. Welcome individuals and explain the unique contribution they are expected to make to achieving the objectives of the organisation and their work area.
5. Explain to individuals the purpose and importance of a structured induction programme.
6. Establish individuals’ needs for information about your organisation, organisational policies and practices, their work roles and people they will work with.
7. Establish any specific learning and development needs to enable individuals to perform their duties safely and effectively.
8. Provide individuals with an induction programme to meet their information, learning and development needs.
9. Take account of individuals’ diverse needs when designing their induction programmes.
10. Introduce individuals to the people they will work with, explaining respective roles and how they will interface.
11. Encourage individuals to take responsibility for monitoring their progress and completing their induction programmes.
12. Provide support, supervision and feedback to enable individuals to perform effectively as soon as possible.
13. Obtain feedback and engage individuals in evaluating the effectiveness of their induction programmes and identifying any areas for improvement.
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| **Evidence reference** | **Evidence description** | **Date** | **Performance criteria** |
| **What you must do** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | **13** |
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| **Knowledge and understanding** | **Evidence reference****and date** |
| **What you must know and understand** |
| For those knowledge statements that relate to **how** the candidate should do something, the assessor may be able to infer that the candidate has the necessary knowledge from observing their performance or checking products of their work. In **all** other cases, evidence of the candidate’s knowledge and understanding must be gathered by alternative methods of assessment (eg oral or written questioning). |
| **General knowledge and understanding** |  |
| 1 | How to engage employees and other stakeholders in induction processes.  |  |
| 2 | How to identify individuals’ information, learning and development needs. |  |
| 3 | The purpose and importance of a structured induction programme.  |  |
| 4 | What an induction programme should cover.  |  |
| 5 | How to identify and take account of individuals’ diverse needs in induction programmes.  |  |
| 6 | How to encourage individuals to take responsibility for their progress.  |  |
| 7 | How to provide the support, supervision and feedback individuals need. |  |
| 8 | How and when to review individuals’ progress towards achieving the objectives in their induction programmes. |  |
| 9 | How to obtain and make use of feedback. |  |
| 10 | The importance of evaluating the effectiveness of induction programmes and identifying areas for improvement.  |  |
| **Industry/sector specific knowledge and understanding** |  |
| 11 | Employment practices in your sector.  |  |
| 12 | Legal, regulatory and ethical requirements in your sector.  |  |
| 13 | Working culture and practices in your sector. |  |
| **Context specific knowledge and understanding** |  |
| 14 | Your organisation’s induction policy.  |  |
| 15 | Your organisation’s equality, diversity and inclusion policy.  |  |
| 16 | Specialist resources available to support induction and how to make use of them.  |  |
| 17 | Individuals within your area of responsibility, their roles, responsibilities, competences and potential.  |  |
| 18 | The diverse needs of your workforce.  |  |
| 19 | Training and development opportunities and resources available. |  |

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# Supplementary evidence

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| **Evidence** | **Date** |
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| **Assessor feedback on completion of the unit** |
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