CIPD Level 3 Foundation Diploma in Human Resource Practice Student Handbook April 2019

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WELCOME

Welcome to Westminster Kingsway College and your CIPD Course, the Diploma in HR Management at Foundation Level.

Westminster Kingsway College is a College of Higher and Further Education that offers a wide range of courses, particularly in the area of Business Studies. Most of the courses lead to qualifications that are recognised throughout the country and increasingly across Europe and the rest of the world.

The Diploma in HR Practice at Foundation Level will be administered and delivered by the Department of Higher Education, Business & IT within the Victoria Centre, based at Vincent Square.

We hope that your time with us will be a rich and rewarding one. Your course tutors are determined to ensure that you will gain the most from your time with us.

We are a student-driven institution, pioneering development in, and delivery of, mixed mode teaching and learning. We will continue to offer an increasingly wide range of opportunities for all students, both full time and part time.

This handbook will help you with information about your course, the formal rules and regulations, and the services offered by the College.

We hope you will enjoy your studies with us.

Tony Kerley FCIPD, FInstLM, Programme Leader, CIPD Courses

CIPD MEMBERSHIP

To achieve this qualification, you will be required to become a paid-up member of The Chartered Institute of Personnel and Development (CIPD). The CIPD is the professional body for HR, people and development. Its purpose is *to champion better work and working lives by improving practices in people and organisation development for the benefit of individuals, businesses, economies and society.*

The CIPD has the following aims:

- To advance continuously the management and development of people to the benefit of individuals, employers, and the community at large.

- To be the professional body for those specialising in advancing the management and development of people, recognised as the leading authority and influence in this field.

- Promote the core value that the professional management and development of people brings to businesses everywhere, both at strategic and operational levels.

- Support their members by providing expertise and practical solutions that will help them and their business achieve success.

- Encourage non-members to join and become professionally qualified by focusing on the Institute's knowledge, understanding and competence, as endorsed by the granting of the Royal Charter.

You will need CIPD to be a fully paid up member of the CIPD at the time of completing your qualification to be awarded your certificate. We will help you initiate the process of engaging with the CIPD when you start your course. They will then contact you directly to arrange membership.

Once you have obtained your CIPD membership, you will gain access to an extensive library of member resources on their website. There are a wealth of resources and information that you will find useful in helping you to complete your qualification and thereafter supporting you throughout your career as a HR professional.

Contact Point: The Chartered Institute of Personnel and Development
151 The Broadway
Wimbledon
SW19 1JQ
Tel: 020 8612 6200

Website: www.cipd.co.uk

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WHAT YOU CAN EXPECT TO STUDY AND WHEN

The Foundation Diploma course is made up of eight modules each with a specific credit value. Students are required to study, be assessed in and pass ***all eight modules*** in order to achieve the Diploma qualification.

The course is made up of the following modules:

- 4DEP Developing Yourself as an Effective Human Resources Practitioner
- 3DEL Delivering Learning and Development Activities
- 3SCO Supporting Change within Organisations
- 3HRC Understanding Organisations and the Role of Human Resources
- 3RAI Recording, Analysing and Using Human Resources Information
- 3MER Supporting Good Practice in Managing Employee Relations
- 3RTO Resourcing Talent
- 3PRM Supporting Good Practice in Performance and Reward Management

A description of each of the units follows. Please note that units may be subject to change and re-ordering to provide you with the best learning experience. Whilst unlikely, we will advise you of this in advance should the need arise.

Teaching takes place every Thursday evening from 5.45pm until 9.00pm in our Victoria centre. Teaching will start on Thursday 25th April 2019 and lasts for 36 weeks, concluding on Thursday 31st March 2020 although this may be subject to change.

In addition, we run three Saturday workshops to aid students in their learning journey. Your tutor will explain more about how these work on your course.

Your qualification certificate will be requested once all work is marked and verified by the CIPD Quality Assurance team – usually within a month of course end. The CIPD provide certificates approximately 3 months after that date.

We then hold a graduation ceremony to award you your certificate at the college and congratulate you on your excellent achievement.

4DEP DEVELOPING YOURSELF AS AN EFFECTIVE HR PRACTITIONER (CREDIT VALUE 4)

Purpose and aim of unit:

The CIPD has developed a map of the HR profession (HRPM) that describes the knowledge, skills and behaviours required by human resources (HR) and learning and development (L&D) professionals. This unit is designed to enable the learner to develop a sound understanding of the knowledge, skills and behaviour required of a professional practitioner, whether their role is generalist in nature or specialist, for example L&D. It will enable learners to develop a personal development plan, following a self-assessment of learning and development needs that meets their personal and professional requirements.

On completion of this unit, learners will:

- Understand the knowledge, skills and behaviours required to be an effective HR or L&D practitioner.
- Know how to deliver timely and effective HR services to meet users' needs.
- Be able to reflect on own practice and development needs and maintain a plan for personal development.

Purpose and aim of unit:

This unit takes learners through the essential stages of preparing for and delivering an inclusive and effective Learning and Development activity for a group of learners. It begins with consideration of the practical preparations required to be credible as a trainer, including ensuring the student is ready to deliver the activity and appropriate resources and materials are available.

The unit moves on to explore the concept of a positive learning climate and the range of steps that can be taken by a trainer towards creating and maintaining this.

After reviewing a range of different training techniques, methods and resources, the unit requires learners to make effective use of a selection of these within the delivery of a group based Learning and Development activity, ensuring it is both inclusive and addresses identified learning objectives.

On completion of this unit, learners will:

- Be able to prepare for delivery of a learning and development activity.
- Be able to create a positive learning environment.
- Be able to use a range of training techniques, methods and resources to deliver an inclusive learning and development activity, for a group of learners, which meets identified objectives.

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Purpose and aim of unit:

This unit covers the main factors that need to be considered in the change process and will enable learners to understand why organisations need to change with reference to key internal and external factors. Change concepts and different ways of managing change will be introduced. People also respond to change in different ways and this manifests itself in variable behaviours. This aspect will be given particular attention along with the implications for the human resources (HR) function. Learners will develop a better understanding of the change process and enhance their ability to support the organisation and its employees.

On completion of this unit, learners will:

- Understand why organisations need to change and how change affects organisations.
- Understand the key factors involved in the change process and different approaches to managing change.
- Understand the impact of change on employees and the role of HR.

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3HRC UNDERSTANDING ORGANISATIONS AND THE ROLE OF HR (CREDIT VALUE 4)

Purpose and aim of unit:

This core unit provides an introduction to the role of human resources and learning and development (HR/L&D) within an organisation and the environmental context. By the end of this unit the learner will have developed their understanding of how HR activities support an organisation's strategy and assist the achievement of business objectives and how these are shaped by internal and external factors.

On completion of this unit, learners will:

- Understand the purpose of an organisation and its operating environment.
- Understand the structure, culture and functions of an organisation.
- Understand how HR activities support an organisation.

3RAI RECORDING, ANALYSING AND USING HR INFORMATION (CREDIT VALUE 2)

Purpose and aim of unit:

This unit develops the learner's understanding of the important contribution that accurate data, whether stored manually or electronically, can make to the human resources (HR) or learning and development (L&D) function.

The unit is intended to span the remit of data management for all areas including but not limited to HR planning, recruitment and selection, performance and reward management, absence management, disciplinary and grievance procedures and electronic record management for L&D. It covers the legal implications of collecting, storing and using personnel data. It will enable the learner to record data and information as well as teach them how to interpret, analyse and present information clearly and accurately.

We also explore the most appropriate format to support decision-making for meeting organisation-wide objectives and supporting L&D solutions for individuals and groups within the organisation.

On completion of this unit, learners will:

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

Purpose and aim of unit:

Managing the employment relationship effectively is a key part of the role of the human resources (HR) practitioner. This unit aims to introduce a number of aspects of this task and to provide an introduction to employment law within the context of employee relations. It starts with an explanation of the employment relationship and the key parties that are involved within it. It then focuses on different aspects of HR activity, looking at good practice and legal requirements within each activity. It is recognised that learners need to have a basic understanding of employment law to enable them to operate effectively, but given this is a broad and complex area, it is acknowledged that this unit only aims to provide learners with the basic knowledge and assumes no prior understanding of employment law.

On completion of this unit, learners will:

- Understand the impact of employment law at the start of the employment relationship.
- Understand the main individual rights that the employee has during the employment relationship.
- Understand the issues to address at the termination of the employment relationship.

3RTO RESOURCING TALENT
(CREDIT VALUE 6)

Purpose and aim of unit:

Organisational success depends on having the right skill mix. This unit provides an introduction to the resourcing and talent planning process. Studying this unit will enable learners to understand the factors that impact on an organisation's resourcing and talent planning activities. They will learn about the relationship between recruitment and selection by identifying the key stages in each separate but related process. The benefits to the organisation of attracting and retaining a diverse workforce will be emphasised. They will be able to make a positive contribution to the recruitment and selection process by developing their knowledge and skills in defining and writing job descriptions, contributing to the job advertisement process, shortlisting, conducting face to face or telephone interviews and contributing to job offer and rejection letters. Key legislation pertaining to recruitment and selection will be covered. Finally, they will also learn more about good practice in employee induction and retention and the importance of collaborative working with other stakeholders.

On completion of this unit, learners will:

- Be able to explain the factors that affect an organisation's talent planning, recruitment and selection policy.
- Be able to identify appropriate recruitment and selection methods.
- Be able to contribute to the recruitment and selection interviewing process for a job role.
- Understand the importance of effective induction.

Purpose and aim of unit:

This unit provides an introduction to the purpose and processes of performance and reward management and the role of human resources (HR) in promoting and supporting good practice. Studying this unit will enable learners to develop their understanding of how motivational theories and associated tools can be used within the context of performance and reward management and how these can have a positive impact on an organisation's business objectives. It also provides an overview of appropriate skills and good practice associated with performance management reviews and follow-up and the data management aspects. Additionally learners will understand the role of financial and non-financial benefits and important determinants of reward decisions. On completion, learners should feel more confident in providing first-line support to managers and employees on the subject of performance and reward management.

On completion of this unit, learners will:

- Be able to explain the link between organisational success, performance management and motivation.
- Be able to explain the relationship between performance management and reward.
- Be able to contribute to effective performance and reward management in the workplace.
- Be able to conduct and reflect upon a performance review.

YOUR CIPD PROGRAMME LEADER

Tony Kerley FCIPD, FInstLM

Tony has over 30 years of hands-on HR experience across virtually every sector including Banking (HSBC), Recruitment (Manpower UK), Manufacturing (Carlsberg UK), Property (Cater Jonas), Public Sector (three NHS Trusts, two Universities and Suffolk County Council) as well as considerable involvement in various charitable and NGO work including Age UK and The Overseas Development Institute.

Tony has founded, grown and sold multiple HR related businesses through which he has consulted to many executive teams advising on HR strategy as well as supporting HR managers to attract, develop and retain key talent to give them a competitive advantage in their respective fields.

A member of the CIPD for over 14 years, Tony holds a Postgraduate Advanced Diploma in Human Resource Development and supplements this by drawing on his experience in his lessons, providing useful insights into HR practice. He is an L&D specialist with considerable recruitment and employee engagement experience and continues to provide consultancy services in these fields in addition to the work that he undertakes for the College.

tony@contigoassociates.com

Tony has carefully selected and manages a team of CIPD qualified and highly experienced tutors to deliver your learning experience. Your tutors are engaged for a number of reasons, including their ability to bring specialist skills and experience to teach your course.

You will be introduced to your tutor on the first night of your course. Usually you will be taught by the same tutor throughout your course although on rare occasions we have to make changes in teaching personnel. Should this be the case during your course, rest assured, we will do everything to minimise disruption to your studies.

YOUR RESPONSIBILITIES AS A STUDENT

Attendance

Please be aware attendance at **all** classes is essential to give you the best chance of passing the qualification. Failing to attend sessions impacts you and your fellow students as the sharing of your experiences are a valuable part of the course.

However, we understand there are occasionally unavoidable circumstances that mean attendance to a particular class is not possible. Consequently, we operate a 3-strike rule. This means if you miss more than three classes, regardless of the reason, you may be unable to gain the Diploma qualification.

If a class cannot be attended, you must inform your tutor beforehand.

Term dates, for your course, are as follows:

Summer Term Part 1	Every Thursday from Thursday 25th April 2019 to Thursday 23rd May 2019 inclusive (Half-Term Holiday, Thursday 30th May 2019)
Summer Term Part 2	Every Thursday from Thursday 6th June 2019 to Thursday 4th July 2019 inclusive (Summer Holiday, 9 Week Summer break)
Autumn Term Part 1	Every Thursday from Thursday 12th September 2019 to Thursday 24th October 2019 inclusive (Half-Term Holiday, Thursday 30th October 2019)
Autumn Term Part 2	Every Thursday from Thursday 7th November 2019 to Thursday 19th December 2019 inclusive (Christmas Holiday 2 Week Winter break)
Spring Term Part 1	Every Thursday from Thursday 9th January 2020 to Thursday 13th February 2020 inclusive (Half-Term Holiday Thursday , 20th February 2020)
Spring Term Part 2	Every Thursday from Thursday 27th February 2020 to Thursday 31st March 2020 inclusive.

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Your 36-week course also includes three Saturday workshops, one per term. Times and dates will be confirmed on your first class and may be subject to change. A series of tutorial sessions are also held at various stages during the programme to support your learning.

It is crucial that you keep your tutors informed of any illness, absence or holidays that will result in you having to miss sessions at College. It is possible that you may want to take a holiday during term time. Providing your tutor is informed and you have a good overall standard of attendance, this will be acceptable but please remember, the Three Strike Rule means if you miss three classes, you may be unable to gain the Diploma qualification due to the CIPD requirement for Guided Learning Hours.

Catching Up

In the event that you are absent from any session, for whatever reason, it is your own responsibility to ensure that you obtain the missed class information from Moodle, the college online learning portal and ask your tutor for classroom information such as hand outs and class notes. Due to the allocated programme timings, the tutors will be unable to repeat classroom sessions.

Punctuality

Although tutors understand that students can have pressing work commitments, it is nevertheless crucial that classes are ready to commence at the scheduled starting time. Sporadic late arrivals can cause disruption for the entire group and is unfair on your colleagues. Please arrive at 5.45pm for classes to commence at 6pm promptly.

Meeting Deadlines

You will be given a variety of deadlines that are important to meet in order to pass the course. The dates for all assessments will be given as soon as possible in each unit. You are advised to make a careful note of these dates when given. The course has clearly stipulated criteria for the meeting of the deadlines.

Students should take particular care to ensure they meet deadlines towards the end of the course, when there may be a significant amount of pressure. All deadline dates must be adhered to and failing to meet these may result in a delay in achieving the qualification.

Tutorials

Individual tutorials will be organised during the course by appointment with your tutor to discuss progress and any concerns that you may have.

Text Material

You will be expected to have consulted a range of books listed on the course book list. In addition, you will also be expected to read ahead of the subject matter to be taught, to be up-to-date with current topics in the business news, and to read appropriate papers and journals, such as *People Management*, on a regular basis. Students who wish to purchase a general course book will receive guidance during Induction. In addition, a significant part of the reading material is available at the CIPD library in Wimbledon or located on their website – accessible in full once you are a paid-up member.

Moodle

Moodle is an online learning portal used by the college to provide you with course materials and an opportunity to interact with fellow students throughout your learning journey.

Wherever possible, lesson notes, useful links and a variety of resources will be put on Moodle for you to access. You should make use of these resources during your studies.

Plagiarism / Cheating

Your attention is drawn to the CIPD's policy on plagiarism/cheating:

Cheating, or attempting to cheat, whether in connection with assignments or examinations is a serious offence. If you suspect any fellow candidate of cheating or plagiarism, you should report the incident to an appropriate person within the University or College for investigation as soon as reasonably practical.

Westminster Kingsway College is committed to quality and standards within a professional educational environment. Any incident of plagiarism will be dealt with accordingly and can result in disqualification from your course without refund.

Please ask your tutor if you have questions in this area.

ASSESSMENTS

Introduction

There is no formal examination on this course. However, for each of the nine modules, you are required to carry out an assignment which will be assessed to gauge your ability to apply acquired knowledge and the development of your skills and competencies.

The objectives of the assessments are:

- To develop student learning in the major topics/themes contained within the CIPD's programme.

- To stimulate students' analytical, critical and evaluative facilities applied to HR/Personnel literature, to in-house documentation, procedures, systems and practices.

- To encourage students to see their Human Resources roles in terms of "added value" - i.e. so that they can make a difference - by not merely implementing current processes but also recommending or implementing proposed improvements and changes, based on their own ideas or by adaptations from "best practice" or "benchmarks" generated elsewhere.

- To promote:

    a. Communication skills of active listening, acceptable review and questioning techniques which are appropriate to the interaction with staff, clients or applicants.

    b. Practical skills in written formats.

    c. Interpersonal skills including those involving presentations, role-plays, and running a training session.

    d. The understanding and importance of meeting deadlines within a professional role.

- To produce HR professionals with a corporate perspective, capable of achieving sustained credibility with their colleagues.

Students with Disabilities

Students who have a disability likely to disadvantage their undertaking of assignments - e.g. dyslexia, visual impairment, etc. should inform the course tutor. Every effort will be made to make special provision to ensure that the student is not disadvantaged when undertaking assessments.

Assessment Regulations

- A candidate will be awarded the Diploma when they demonstrate that they meet the CIPD's requirements for the specified Credit Values.

- The Credit Value total of 37 credits will be accrued by achieving the required standard for Assessed Units at Foundation level.

- Students' work will be assessed throughout the course by the team of Course Tutors.

- Assessment may be:

Formative

This is informal assessment by the course tutors of the quality of the results of students' work:

- In small groups, during discussions, case studies and role plays.
- In individual, informal tasks resulting from primary research: observation, research activities and analyses. Secondary Research from personal study including using WKC workbooks, reference sources including the College library and a range of online sources including CIPD, ACAS and BIS websites.
- In maintaining Learning Logs and Reading Records on a range of active learning activities.

Or…

Summative

This is formal assessment of work produced throughout each unit.

- The summative assessment activity will be selected from the CIPD's Foundation Level Assessment Bank and graded against the CIPD Assessment Criteria.
- All Assessment Activities will be issued with detailed criteria for the quality and quantity of the work.
- The criteria must be met to obtain a pass mark. Students will either meet the required criteria or further development work will be required within 28 days. Summative CIPD assessments will reach the required standard or require further work as above.
- All assessment activities, both formative and summative will carry a clear deadline for completion to assist students in developing effective time management strategies.
- In special cases the course tutor may consider the issue of a special deadline. Requests for extensions to deadlines should be made in writing and received at least one week before the actual deadline date.

A student may normally resubmit or resit a particular piece of work once. All students will receive individual feedback on their performance in each assignment.

In the event of any student feeling that they wish to appeal against any assessment mark, they must do so in writing, to the Lead Tutor within a week of the mark being issued.

Learning Logs

In order to develop yourself as an effective learner and competent practitioner, you are required to prepare a Continuing Professional Development (CPD) Plan and keep a regular Learning Log for each module to show how you are developing as an HR Professional worker.

Individually, using your own perceptions and experience, the written and verbal feedback you have received from your tutor, and feedback from other members of your group, you will reflect on your performance - showing awareness of what worked and why, and what did not work and what you would do differently in the future. Keeping a Learning Log relating to each module and submitting it with assessment assignments encourages students to build in reflection time, supports work on their Personal Development Plan and is a precursor to the maintenance of CPD records.

Reading Records

To support active learning and your future professional study and development, you are encouraged to keep a Reading Record of your regular reading of books, journals and website materials. These records are particularly valuable for reference purposes when locating material for your CIPD assessments. You are required to submit a relevant Learning Log and Reading Record to the course tutor at the end of each module.

E-Portfolios

Possibly the most important aspect of student work is the submission of their E-Portfolio.

It is the individual responsibility of each student to ensure submission of a well organised portfolio of work at the end of the course on a date to be specified by the Lead Tutor on a data stick. The format will be shared with you on your first night in class.

The Portfolio must contain completed, marked documents, at Pass grade, for each of the 8 units of the Level 3 Diploma course. These documents must include:

- Assessments with mark-sheets

- Learning Logs

- Reading Records

- Individual work set by each unit tutor

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The texts listed below are recommended, not compulsory and the list will be updated as required. Your core text:

- Human Resource Practice: 7th Edition, Martin, M. and Whiting, F. CIPD (2016)

Other useful reading:

- Learning and Development, 5th Edition Harrison, R. CIPD (2009)
- Studying Human Resource Management, Edited by Taylor, S. and Woodham, C. CIPD (2012)
- Managing People and Organisations, Edited by Taylor, S. and Woodham, C. CIPD (2012).
- Developing People and Organisations, Edited by Stewart, J. and Rogers, P. CIPD (2012).
- An Introduction to Human Resource Management, 3rd Edition, Stredwick, J. Routledge (2014).
- Learning and Development Practice, 1st Edition (2010) or 2nd Edition (2013) Beevers, K. and Rae. A. CIPD
- Learning and Development, 5th Edition Harrison, R. CIPD (2009)
- Equality, Diversity and Discrimination, Daniels, K. and Macdonald, L. CIPD (2005)
- Employee Relations in an Organisational Context, Daniels K. CIPD (2006)
- Employee Relations, 4th Edition, Gennard, J. and Judge, G. CIPD (2005)
- People Resourcing, 4th Edition, Taylor, S. CIPD (2008)
- Managing Performance, Armstrong, M. and Baron, A. CIPD (2005)
- The Changing HR Function: Transforming HR, Reilly P., Tomkin, P. and Broughton, A. CIPD (2007)
- www.cipd.co.uk (including People Management website www.cipd.co.uk/pm)
- www.acas.org.uk
- www.personneltoday.com