

The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001

**by the Minister for Education and Science.
Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.**



Module Descriptor

Human Resources

Level 6 N32648

March 2006

Summary of Contents

Introduction	Describes how the module functions as part of the national vocational certificate framework.
Module Title	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website www.fetac.ie .
Module Code	An individual code is assigned to each module; a letter at the beginning denotes a vocational or general studies area under which the module is grouped and the first digit denotes its level within the national vocational certificate framework.
Level	Indicates where the module is placed in the national vocational certificate framework, from Level 1 to Level 6.
Credit Value	Denotes the amount of credit that a learner accumulates on achievement of the module.
Purpose	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
Preferred Entry Level	Recommends the level of previous achievement or experience of the learner.
Special Requirements	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
General Aims	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
Units	Structure the learning outcomes; there may be no units.
Specific Learning Outcomes	Describe in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
Portfolio of Assessment	Provides details on how the learning outcomes are to be assessed.
Grading	Provides details of the grading system used.
Individual Candidate Marking Sheets	List the assessment criteria for each assessment technique and the marking system.
Module Results Summary Sheet	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
Appendices	Can include approval forms for national governing bodies.
Glossary of Assessment Techniques	Explains the types of assessment techniques used to assess standards.
Assessment Principles	Describes the assessment principles that underpin the FETAC approach to assessment.

Introduction

A module is a statement of the standards to be achieved to gain a FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

1	Module Title	Human Resources
2	Module Code	L32648
3	Level	6
4	Credit Value	1 credit
5	Purpose	This module is a statement of the standards to be achieved to gain a FETAC credit in Human Resources And Information Systems at Level 6. It is designed to enable the learner to gain an in-depth understanding of the role and functions of Human Resources. It is aimed at developing practical skills appropriate to a supervisory management level.
6	Preferred Entry Level	Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
7	Special Requirements	None.
8	General Aims	<p><i>Learners who successfully complete this module will:</i></p> <p>8.1 Acquire, develop and enhance the necessary personal and interpersonal skills required to work in a Human Resource Department</p> <p>8.2 Be able to lead, motivate and support employees which ultimately contributes to the overall success of the organisation</p> <p>8.3 Develop their knowledge and understanding of the importance of attracting, selecting and retaining the most suitable candidates for the organisation</p> <p>8.4 Design, implement and modify staff development and training programmes to adapt to a dynamic and changing environment</p> <p>8.5 Become familiar with the range of available Computerised Information Systems and the criteria for their selection.</p>

9 Units **The specific learning outcomes are grouped into 6 units.**

Unit 1 **Introduction to Human Resource Management**
Unit 2 **Labour Market**
Unit 3 **Recruitment & Selection**
Unit 4 **Motivation & Reward Systems**
Unit 5 **Training & Development**
Unit 6 **Administration & Computerised Information Systems**

10 Specific Learning Outcomes

Unit 1 **Introduction to Human Resource Management**

Learners should be able to:

- 10.1.1** explain the development of Human Resource Management concept as distinct from Personnel Management
- 10.1.2** recognise the characteristics of Human Resource Management
- 10.1.3** analyse the organisational context in which the Human Resource function operates
- 10.1.4** distinguish between the respective roles of the Human Resource Manager and line managers
- 10.1.5** explain the contribution Human Resource Practice can make to the overall success of an organisation

Unit 2 **Labour Market**

Learners should be able to:

- 10.2.1** analyse the function and contribution of Human Resource Planning in terms of organisational performance
- 10.2.2** analyse the stages in the process of Human Resource Planning
- 10.2.3** distinguish between the internal and external labour supply
- 10.2.4** forecasting the future demand / supply of labour
- 10.2.5** calculate the wastage / labour turnover of an organisation
- 10.2.6** construct an age analysis profile for an organisation

- 10.2.7 calculate absenteeism rates for staff
- 10.2.8 explore trends in the profile of the Irish Labour Market

Unit 3 Recruitment & Selection

Learners should be able to:

- 10.3.1 examine the nature and importance of job analysis
- 10.3.2 demonstrate a knowledge of the elements of a job description
- 10.3.3 construct a statement of accountability
- 10.3.4 outline the criteria for a person specification
- 10.3.5 evaluate the various methods of advertising used in recruitment
- 10.3.6 critic the contents of recruitment advertisements
- 10.3.7 examine the role of external agencies in the recruitment process
- 10.3.8 evaluate the role of testing as a recruitment method
- 10.3.9 distinguish between the main types of interview
- 10.3.10 select the appropriate interview type to used in a specific situation
- 10.3.11 outline other approaches to selection such as biodata, work sample, graphology etc
- 10.3.12 evaluate the role of pre-selection
- 10.3.13 construct an interview report sheet
- 10.3.14 examine the legal aspect of recruitment and selection

Unit 4 Motivation & Reward Systems

Learners should be able to:

- 10.4.1 define the process of motivation

- 10.4.2 examine the various theories of motivation
- 10.4.3 distinguish between extrinsic and intrinsic motivating factors
- 10.4.4 analyse the relationship between motivation and performance
- 10.4.5 define the purpose of job evaluation in relation to reward systems
- 10.4.6 analyse the key features of job evaluation methods
- 10.4.7 devise a programme for conducting a job evaluation exercise
- 10.4.8 examine the aims of reward systems
- 10.4.9 detail the essential characteristics of a reward system
- 10.4.10 describe the role of pay-related reward systems
- 10.4.11 demonstrate an awareness of the contents of various pay-related reward packages containing a mixture of pay, benefits and incentives
- 10.4.12 analyse the role of non-monetary reward systems
- 10.4.13 evaluate the role of performance management as a motivator

Unit 5 Training & Development

Learners should be able to:

- 10.5.1 distinguish between the terms learning, education and training
- 10.5.2 examine the principles of learning and their effect on the training process
- 10.5.3 recognise the factors that influence the training process
- 10.5.4 examine the role of a training needs analysis within an organisation
- 10.5.5 analyse the stages of a training needs analysis
- 10.5.6 conduct a skills audit of an organisation
- 10.5.7 demonstrate a knowledge of the contents of a training objective

- 10.5.8 compile a training objective
- 10.5.9 evaluate the various methods of on-the-job training techniques
- 10.5.10 evaluate the various methods of off-the-job training techniques
- 10.5.11 analyse the stages in designing a training programme
- 10.5.12 co-ordinate the implementation of a training programme
- 10.5.13 conduct an evaluation of a training method employed

Unit 6 Administration & IT Systems

Learners should be able to:

- 10.6.1 examine the role of collating manual records
- 10.6.2 demonstrate an ability to maintain manual data
- 10.6.3 design an appropriate filing method for staff records
- 10.6.4 explore the importance of security considerations and legal issues in relation to data management
- 10.6.5 identify the benefits of a computerised Human Resource information system
- 10.6.6 outline the sources of information systems available including readymade packages and custom built systems
- 10.6.7 examine the factors that influence product selection and acquisition
- 10.6.8 assess the importance of quality control for data input
- 10.6.9 examine the variety of information retrieval functions available to the user

11 Portfolio of Assessment

Please refer to the glossary of assessment techniques and the note on assessment principles at the end of this module descriptor.

All assessment is carried out in accordance with FETAC regulations.

Assessment is devised by the internal assessor, with external moderation by the FETAC

Summary	Project	50%
	Skills Demonstration	30%
	Assignment	20%

11.1 Project

The internal assessor will devise a project brief that requires candidates to produce evidence of understanding and application of a range of specific learning outcomes.

The brief will require the candidate to carry out a critical evaluation of the Recruitment and Selection process in a work placement that they are familiar with.

A written project containing a minimum of 3,000 words will be presented in a formal report format. Each candidate will also make a short oral presentation on their findings.

Their research will contain:

- identification of the Labour Market trends that affect their work placement
- an awareness of the use of job analysis in their work placement
- evaluation of the selection method employed by the work placement
- evidence of the documents and records maintained during this process
- analysis of the work placements awareness of the impact of relevant legislation
- a critical evaluation of the Recruitment & Selection process in their work placement

11.2 Skills Demonstration

In a skills demonstrations, candidates will be assessed on their ability to prepare and deliver a short training session.

The Internal Assessor will devise a brief that will require candidates to demonstrate their knowledge, application and skills in relation to a number of specific learning outcomes.

The skills demonstration will require candidates to :

- conduct a skills audit of a group / team they are familiar with
- identify a common training need
- design a learning event to meet this need
- prepare and deliver the learning event
- provide any support material required
- evaluate the event

11.3 Assignment

The internal assessor will devise a brief that requires the candidate to participate in a group led research in which they undertake a comprehensive study of available Computerised Human Resource Information Systems. This research must include a minimum of three software packages. The research will involve a detailed analysis of each software package.

Each candidate must then prepare a submission in which they select one software package, which they understand will best meet the needs of a Human Resource Department that they are familiar with. Their submission must outline the justification for their selection giving consideration to the available resources of the organisation and the needs of that organisation's Human Resource Department.

12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

Individual Candidate Marking Sheet 1	 <p>FETAC Further Education and Training Awards Council Cúirtle na n-Éireannach Breitheochas agus Oiliúna</p>	Human Resources L32648 PROJECT 50%
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Candidate Name: _____ **PPSN No.:** _____

Centre: _____ **No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
<p>CONTENT Documents the following:-</p> <ul style="list-style-type: none"> -understanding of labour market trends -awareness and application of stages in the recruitment process -extent of information research and documentary evidence of same - all required areas addressed 	15	
<p>ANALYSIS</p> <ul style="list-style-type: none"> -demonstrates an in-depth analysis of the recruitment and selection process -strengths and weaknesses of process highlighted -an analysis of how this process affects the overall contribution of the Human Resource function to the workplace 	10	
<p>EVALUATION</p> <ul style="list-style-type: none"> -practical and logically developed recommendations that consider implications of their implementation -conclusions which show evidence of critical thinking 	10	

<p>PRESENTATION</p> <p>Written</p> <p>-findings presented clearly within an appropriate format -quality of written report</p> <p>Oral</p> <p>-command of subject and quality of delivery -structure of presentation</p>	<p>15</p>	
<p>TOTAL MARKS</p> <p><i>This mark should be transferred to the Module Results Summary Sheet</i></p>	<p>50</p>	

Internal Assessor's Signature: _____ *Date:* _____

External Examiner's Signature: _____ *Date:* _____

Individual Candidate Marking Sheet 2	 <p>FETAC Further Education and Training Awards Council Cúirtleir na n-Éireannach Breitheocheas agus Oiliúna</p>	Human Resources & Information Systems [Code] Skills Demonstration 30%
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Candidate Name: _____ **NCVA Candidate No.:** _____

Centre: _____ **Roll No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Context Demonstrate an awareness of the:- -range of methods of identifying needs -awareness of individual learning styles -factors involved in training design and delivery -documentary evidence of event design -plan for learning event, including timing and sequencing of session	10	
Learning Event -planning and preparation -communication skills /delivery -training method used -use of aids -command of subject -interaction with trainees	15	
Evaluation of Learning Event -awareness of role of training evaluation -appropriate evaluation method employed -design of evaluation documentation	5	
TOTAL MARKS		
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

Individual Candidate Marking Sheet 3		[Title] [Code] Assignment 20%]
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Candidate Name: _____ **NCVA Candidate No.:** _____

Centre: _____ **Roll No.:** _____

Assessment Criteria	Maximum Mark	Candidate Mark
Research Demonstrates understanding of the functions of a computerised HR package Required number of packages analysed from a range of companies Evidence of successful group work	5	
Content Comprehensive analysis of the functions of each package Detailed costings of packages provided Support services available	10	
Selection / Evaluation Demonstrates an understanding of the requirements of the organisation Provides justification for software package selected	5	
TOTAL MARKS <i>This mark should be transferred to the Module Results Summary Sheet</i>	20	

Internal Assessor's Signature: _____ **Date:** _____

External Examiner's Signature: _____ **Date:** _____

CVA Module Results Summary Sheet

Module Title: Human Resource & Information Systems

Module Code: [module code]

Assessment Marking Sheets

Mark Sheet
1
50

Mark Sheet
2
30

Mark Sheet
3
20

Total
100%

Grade*

Maximum Marks per Marking Sheet

Candidate Surname

Candidate Forename

Signed:

Internal Assessor: _____

Date: _____

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official NCVA Module Results Sheet issued to centres before the visit of the external examiner.

Grade*

D: 80 - 100%

M: 65 - 79%

P: 50 - 64%

U: 0 - 49%

W: candidates entered who did not present for assessment

Glossary of Assessment Techniques

Assignment *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work

A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

Examination

A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record

A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

Project

A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: (*some of these – about 2-4*)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

Skills

Demonstration

Assessment of mastery of specified practical, organisational and/or interpersonal skills.

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

NCVA Assessment Principles

- 1 Assessment is regarded as an integral part of the learning process.
- 2 All NCVA assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3 The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4 Assessment techniques in NCVA modules are valid in that they test a range of appropriate learning outcomes.
- 5 The reliability of assessment techniques is facilitated by providing support for assessors.
- 6 Arising from an extensive consultation process, each NCVA module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7 To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8 Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9 Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.