



Handbook

PHR3 – VTCT (Skillsfirst) Level 3 Certificate in Principles
of Human Resource (HR) Practice (RQF)

601/3213/9

Version 2.0

About Skillsfirst

VTCT is a market-leading Awarding, Assessment and End-point Assessment (EPA) Organisation offering vocational and technical qualifications in a range of 'services to people' sectors.

The VTCT group of companies are comprised of three innovative awarding brands: VTCT, ITEC and Skillsfirst. Together they have over 2,500 approved centres in over 40 countries across the world.

The qualifications suite offered by VTCT (Skillsfirst) spans a range of sectors including Childcare, Business Services, Health & Social Care, Recruitment and Social Media.

For more information visit us at www.vtct.org.uk and www.skillsfirst.co.uk, contact our dedicated Customer Support Team via email at customersupport@vtct.org.uk and customerservices@skillsfirst.co.uk or call 0121 270 5100

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1 Qualification at a glance

Qualification title	VTCT (Skillsfirst) Level 3 Certificate in Principles of Human Resource (HR) Practice (RQF)
Qualification number	601/3213/9
Product code	PHR3
Age range	There are no age limits attached to learners undertaking this qualification, unless this is a legal requirement of the process or the environment.
Credits	26
Total Qualification Time (TQT)	260
Guided Learning (GL) hours	218
Assessment	To be awarded this qualification, learners must successfully achieve the following assessments: <ul style="list-style-type: none">• Portfolio of evidence• Skills-based assessment (if applicable)
Entry requirements	There are no formal entry requirements for learners undertaking this qualification; however centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Legal considerations	There are no formal entry requirements for learners undertaking this qualification however, centres must ensure that learners have the potential and opportunity to gain evidence for the qualification in the work place.
Support materials	Support materials can be found on the website (if applicable)

2 Qualification information

2.1 Qualification aim and design

This qualification has been designed to provide a wide range of relevant, practical skills in HR practice. It will also provide the learner with a firm foundation in the most common areas of HR, which will assist them to develop essential HR skills. The qualification is aimed at those who are new to HR, work in a HR support role and wish to develop their knowledge and skills or are looking to further their HR career with a professional qualification.

2.2 Progression opportunities

On completion of the VTCT (Skillsfirst) Level 3 Certificate in Principles of Human Resource (HR) Practise (RQF), learners may progress into employment or onto the following Skillsfirst qualifications:

- VTCT (Skillsfirst) Level 3 Certificate Principles of Recruitment (RQF)
- VTCT (Skillsfirst) Level 3 NVQ Diploma in Recruitment (RQF)
- VTCT (Skillsfirst) Level 3 Diploma in Team Management (RQF)

or similar higher level qualifications.

As well as progression to further qualifications, learners may also progress to employment in a wide range of HR roles as this qualification provides evidence of achievement of a range of practical skills, understanding and knowledge in a HR environment.

3 Qualification structure

To be awarded the VTCT (Skillsfirst) Level 3 Certificate in Principles of Human Resource (HR) Practice (RQF) learners must achieve all mandatory units. All **26** credits must be achieved.

The minimum TQT required to achieve this qualification is **260**.

Product code	Unit title	Level	Credit	Unit reference number
Mandatory units (Group M): 26 Credits				
SFHR1	Introduction to HR practices		2	J/506/2583
SFHR2	Introduction to employment legislation		3	F/506/2582
SFHR3	Understanding employee rights and obligations		5	L/506/2584
SFHR4	Understanding the management of employees' performance		3	R/506/2585
SFHR5a	Principles of employee motivation, commitment and engagement		4	Y/506/2734
SFHR6	Understanding recruitment and selection		5	D/506/2587
SFHR7	Understanding onboarding, induction, training and development		4	H/506/2588

4 Centre requirements

4.1 Resources

Centres must possess the physical resources needed to support the delivery of the programme and the assessment of knowledge and skills, which should therefore be of industry standard. Where specific resources are required these have been indicated in individual units.

4.2 Occupational expertise of those who deliver, assess performance, and moderate and verify assessments

4.2.1 Deliverers, assessors, and moderators and internal verifiers

Staff delivering these qualifications must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be technically competent in the areas for which they are delivering training and/or have experience of providing training. This knowledge must be at least to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Assessors must be occupationally competent to make assessment judgments about the level and scope of individual learner skills and understanding in HR practice and, occupationally competent to make assessment judgments about the quality of assessment and the assessment process.

IVs must be occupationally competent to make moderation and verification judgments about the quality of assessment and the assessment process.

While the Assessor/Verifier (A/V) and the Assessor/Internal Quality Assurance (TAQA) units are valued as qualifications for centre staff, they are not currently a requirement for this qualification.

Centre staff should have verifiable relevant experience and current knowledge of the occupational working area at, or above, the level they are assessing or verifying. This experience and knowledge must be of sufficient depth to be effective and reliable when judging learner competence or verifying assessment processes and decisions. This could be verified by:

- curriculum vitae and references
- possession of a relevant qualification
- corporate membership of a relevant professional institution

Centre staff may undertake more than one role, e.g. tutor and assessor or moderator/IV, but must never internally verify their own assessments.

4.3 Employer direct model

Where employers opt for an 'employer direct' model, the qualification requirements for assessors and internal verifiers may be waived. The employer direct' model is where colleagues, supervisors and/or managers in the workplace are involved in the assessment process. Under this model, the employer, with the agreement of Skillsfirst may choose between:

- achieving the appropriate approved qualifications for assessment/verification
- or
- demonstrating that their (the employer's) training and development activity undertaken to prepare, validate and review these assessment roles, maps 100% to the National Occupational Standards which these qualifications are based on. The mapping process must be agreed by Skillsfirst as providing the equivalent level of rigour and robustness as achievement of the approved assessment/verification qualification.

Each application to use the employer direct model will be considered on an individual organisation and qualification basis and agreed by the qualification regulators, including the sector skills council. Prospective organisations must be able to confirm that their in-house practices conform to the requirements of the standards in association with Skillsfirst.

4.4 Continuous professional development (CPD)

Centres are responsible for ensuring that deliverers, assessors and IVs plan and maintain their CPD.

All deliverers, assessors and IVs must maintain current competence in HR practice to deliver these functions. This can be achieved in many ways, but must be recorded in individual continual professional development (CPD) records that are maintained by the centre. Centres are expected to support their deliverers, assessors and IVs in ensuring that their knowledge remains current of the occupational area and of best practice in delivery, mentoring, training, assessment and verification, and that it takes account of any national or legislative developments.

Centres may have generic criteria and personnel specifications in addition to the above.

4.5 Total Qualification Time (TQT)

Each qualification has a Total Qualification Time (TQT) value based on the total number of hours learning required to achieve it. The TQT value reflects the number of supervised learning hours required to achieve the knowledge and assessment requirements, plus the length of time a learner would need to take to achieve the skills and capabilities to be deemed competent. All RQF qualifications are subject to an evaluation process to determine their fitness-for-purpose.

5 Assessment

5.1 Summary of assessment methods

For this qualification, learners will be required to provide a portfolio of evidence for each unit.

5.2 Assessment principles

Units will be achieved through the acquisition of evidence by the learner and submission to their assessor. Units may be assessed through a number of different sources and forms, which must meet the requirements of assessment criteria.

- A holistic approach towards the collection of evidence should be encouraged, assessing activities generated by the whole work experience rather than focusing on specific tasks. e.g. If the learner generates evidence with a customer whilst engaged in a sales task, the evidence can be assessed against both sales and customer service elements.
- Assessors can only assess in their acknowledged area of occupational competence.
- Assessors and IVs will be registered with their centre and be accountable to the organisation for their assessment practice.
- Health and safety of customers/clients and employees must be maintained throughout the assessment process, if applicable and if any person carrying out assessment or verification activities does not feel that there is due regard to health and safety then that person should refuse to continue with the activity(ies) until satisfied that due regard to health and safety is being taken.

5.3 Characteristics of assessment guidance

The learner may produce evidence from a range of examples which should be recorded in some form. A record of evidence will confirm to the assessor their confidence in the learner's breadth and depth of knowledge and understanding in being able to competently meet the functional requirements of all the units.

The assessor will need to be assured that the learner can:

- meet all the learning outcomes of a unit
- pass all the assessment criteria of a unit

An assessor may request additional evidence if they are not satisfied with the evidence presented by the learner. If this occurs, it may need to be agreed in partnership with the learner and the assessor.

5.3.1 Professional discussion

Professional discussion is encouraged as a supplementary form of evidence to confirm a learner's competence. Such discussions should not be based on a prescribed list of questions but be a structured discussion which enables the assessor to gather relevant evidence to ensure the learner has a firm understanding of the standard being assessed.

5.4 Simulation and witness testimony

Simulation or witness testimony is warranted where the centre can demonstrate that performance evidence has been impossible to obtain in the work environment.

5.4.1 Simulation

Simulation can only be used to assess learners where the opportunity to assess naturally occurring evidence is unlikely or not possible, for example assessment relating to health and safety, fire and emergency procedures. It should not include routine activities that must be covered by performance evidence. There are no units that can be solely achieved by simulation. In the case of imported units, where simulation is acceptable in the evidence requirements, it should only be used when performance evidence is unlikely to be generated through normal working practices.

5.4.2 Witness testimony

Skillsfirst recognise the use of witness testimony and expert witness testimony as appropriate methods for assessors to collect evidence on candidate's performance.

Witness testimonies can be obtained from people that are occupationally competent and who may be familiar with the national occupational standards, such as the learner's line manager. They may also be obtained from people who are not occupationally competent and do not have a knowledge of the national occupational standards such as other people within the learner's workplace, customers and suppliers.

The assessor must judge the validity of the witness testimony and these may vary depending on the source. Witness testimonies can only support the assessment process and may remove or reduce the need to collect supplementary evidence. However, centres must comply with Skillsfirst guidance over the occupational competence and briefing of witnesses in the use of witness testimony.

5.5 Recognition of prior learning (RPL)

RPL is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a component of a qualification through knowledge, understanding or skills that they already possess and do not need to develop through a course of learning. Should any opportunities for RPL be identified, it is important that a complete process of recognising prior experience and learning is undertaken, by ensuring that:

- it covers relevant or appropriate experience for previous activities, as well as accredited learning and qualifications
- it is incorporated into the assessment planning, with details of how this will take place
- mapping of prior learning to the national occupational standards to identify gaps is documented and auditable
- assessment methods or processes for recognising prior experience and learning, are documented and made available to the external verifier
- the audit trail covers the whole process and methodology of RPL
- the authenticity and currency of presented evidence is established by the assessor

This evidence will need to be referenced clearly on recording documentation and will need to be appropriately authenticated and validated, perhaps by an employer or expert witness. Assessment must be valid and reliable to ensure the integrity of the award. The evidence gathered must meet the standards of the qualification or component and the assessment process must be subject to the same quality assurance procedures as any other assessment process. In summary, evidence submitted to the RPL process must:

- be authentic and prove conclusively that RPL is based on the learner's own work;
- meet the requirements of the current the skills and knowledge requirements and be appropriate to the content of the component or qualification being considered for RPL;

be sufficient to conclusively prove consistency of learner performance in meeting the skills and knowledge requirements.

6 Units

Unit Handbook

SFHR1 – Introduction to HR practices

Unit reference number: J/506/2583

Level: 3

Credit value: 2

Guided Learning (GL) hours: 13

Unit aim

This unit aims to develop the learner's knowledge and understanding about the role of Human Resource Management and how Human Resource Management influences the business activities of an organisation

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the role of Human Resource Management

LO2 Understand how Human Resource Management influences the business activities of an organisation

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standards CFAHR3 Deliver organisation design and structure

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for HR

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the role of Human Resource Management	1.1 Describe the roles within the HR function
	1.2 Explain the interaction between the HR function and the management of human resources
	1.3 Explain how Human Resource Management impacts across the functions of an organisation
	1.4 Describe the changing role of Human Resource Management within an organisation

Learning Outcome	Assessment Criteria
LO2 Understand how Human Resource Management influences the business activities of an organisation	2.1 Describe the business activities of an organisation
	2.2 Explain how organisational cultural factors impact on Human Resource Management
	2.3 Explain how Human Resource Management influences the business activities of an organisation

SFHR1 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

SFHR2 – Introduction to employment legislation

Unit reference number: F/506/2582

Level: 3

Credit value: 3

Guided Learning (GL) hours: 26

Unit aim

This unit aims to develop the learner's knowledge and understanding about requirements of employment law and the role of employment contracts.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the requirements of employment law

LO2 Understand the role of employment contracts

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standard CFAHR11 Plan and implement employee relations strategy

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for HR

Evidence requirements

Learners must provide a portfolio of evidence for this unit

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the requirements of employment law	1.1 Identify the employment legislation affecting employers and employees
	1.2 Describe the enforcement systems for individual employment rights
	1.3 Explain the implications of different types of employment status
	1.4 Explain the requirements for an organisation for equality and diversity
	1.5 Explain the importance of employee background checks
	1.6 Describe the requirements for the handling of personal and sensitive information
	1.7 Describe how to address issues of unfair dismissal

Learning Outcome	Assessment Criteria
LO2 Understand the role of employment contracts	2.1 Explain the features of types of worker and employment contracts for service
	2.2 Explain the implications of contracts of service and contracts for service

SFHR2 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

SFHR3 – Understanding employee rights and obligations

Unit reference number: L/506/2584

Level: 3

Credit value: 5

Guided Learning (GL) hours: 36

Unit aim

This unit aims to develop the learner's knowledge and understanding about the employer and employee expectations within the workplace and principles of redundancy and redeployment.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand the employer and employee expectations

LO2 Understanding the principles of redundancy

LO3 Understand the principles of redeployment

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standards CFAHR8 - Manage and facilitate people release

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for human resources

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the employer and employee expectations	1.1 Describe the employer and employee statutory rights and responsibilities that affect a work role
	1.2 Explain the importance of an employer's expectations for employees' standards of personal presentation, punctuality and behaviour
	1.3 Describe the procedures and documentation that protect relationships with employees
	1.4 Identify sources of information and advice on employment rights and responsibilities

Learning Outcome	Assessment Criteria
LO2 Understanding the principles of redundancy	2.1 Explain the legal requirements that relate to the management of redundancy
	2.2 Explain the importance of avoiding redundancies
	2.3 Explain the process for planning and managing a redundancy
	2.4 Describe the implications of voluntary and compulsory redundancy for organisations

Learning Outcome	Assessment Criteria
LO3 Understand the principles of redeployment	3.1 Explain the concept of redeployment
	3.2 Explain the legal requirements that relate to the management of redeployment
	3.3 Explain the process for planning and managing a redeployment
	3.4 Describe the benefits and limitations to an organisation of redeployment

SFHR3 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

SFHR4 – Understanding the management of employees' performance

Unit reference number: R/506/2585

Level: 3

Credit value: 3

Guided Learning (GL) hours: 26

Unit aim

This unit aims to develop the learner's knowledge and understanding about the management of employees' performance and underperformance in the workplace.

Learning outcomes

There are four outcomes to this unit. The learner will:

LO1 Understand the factors that affect an organisation's talent planning, recruitment and selection policy

LO2 Understand recruitment and selection methods for the resourcing of talent

LO3 Understand how to contribute to the recruitment and selection interviewing process for a job role

LO4 Understand the induction process

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standards CFAHR11 - Plan and implement employee relations strategy

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for HR

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the management of employees	1.1 Explain the importance of providing information, resources and on-going mentoring to help employees meet their targets, objectives and quality standards
	1.2 Describe the methods used to monitor employees' progress towards objectives in accordance with agreed plans
	1.3 Explain the importance of recognising individuals' achievement of targets and quality standards

Learning Outcome	Assessment Criteria
LO2 Understand the management of underperformance in the workplace	2.1 Explain typical organisational policies and procedures on discipline, grievance and dealing with underperformance
	2.2 Explain the importance of following disciplinary and grievance processes
	2.3 Explain how to identify causes of underperformance
	2.4 Explain the purpose of making individuals aware of their underperformance clearly but sensitively
	2.5 Explain how to address issues that hamper individuals' performance
	2.6 Explain how to agree a course of action to address underperformance

SFHR4 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

SFHR5a – Principles of employee motivation, commitment and engagement

Unit reference number: Y/506/2734

Level: 3

Credit value: 4

Guided Learning (GL) hours: 33

Unit aim

This unit aims to develop the learner's knowledge and understanding about the link between performance management and motivation, reward and recognition and the role of the performance review.

Learning outcomes

There are three outcomes to this unit. The learner will:

LO1 Understand performance management

LO2 Understand reward and recognition

LO3 Understand how to carry out a performance review

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standards CFAHR9 - Facilitate the delivery of performance management and CFAHR10 - Manage reward and recognition strategies

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for HR

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand performance management	1.1 Identify the characteristics of a performance management system
	1.2 Explain the uses of specific, measurable, achievable, realistic and time-bound (SMART) objectives and priorities
	1.3 Describe best practice in conducting appraisals
	1.4 Explain the factors to be taken into account when managing people's wellbeing and performance
	1.5 Explain the implication of an organisation's strategic objectives to performance management

Learning Outcome	Assessment Criteria
LO2 Understand reward and recognition	2.1 Describe the components of 'total reward'
	2.2 Analyse the relationship between motivation and reward
	2.3 Explain different types of pay structures
	2.4 Explain the risks involved in the management of reward schemes

Learning Outcome	Assessment Criteria
LO3 Understand how to carry out a performance review	3.1 Describe the purpose and timing of a performance review
	3.2 Describe how to conduct a performance review
	3.3 Explain the importance of recording the outcomes of a performance review

SFHR5a Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

SFHR6 – Understanding recruitment and selection

Unit reference number: D/506/2587

Level: 3

Credit value: 5

Guided Learning (GL) hours: 46

Unit aim

This unit aims to develop the learner's knowledge and understanding about the factors that affect an organisation's recruitment and selection policy and the recruitment and selection methods used. It will also provide an understanding about how to conduct an effective section interview.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the principles and theories underpinning recruitment, selection and induction practice

LO2 Understand the principles and techniques of candidate assessment

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standards CFAHR7 - Plan and deliver recruitment

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for HR

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the principles and theories underpinning recruitment, selection and induction practice	1.1 Explain workforce planning techniques
	1.2 Describe the information needed to identify recruitment requirements
	1.3 Explain the importance of an organisation's structure and culture on its recruitment and selection policies and practices
	1.4 Describe the factors involved in establishing recruitment and selection criteria
	1.5 Compare the suitability of different recruitment and selection methods for different roles
	1.6 Explain the patterns of employment that affect the recruitment of staff
	1.7 Explain the factors to be taken into account when developing job specifications, personal specifications and job advertisements

Learning Outcome	Assessment Criteria
LO2 Understand the principles and techniques of candidate assessment	2.1 Explain the characteristics of good biographical interviewing techniques
	2.2 Explain the structure and use of competence assessment interviewing
	2.3 Explain the features of effective questioning and interviewing skills
	2.4 Explain the "halo and horns" effect
	2.5 Explain techniques to gain rapport with candidates
	2.6 Explain the importance and role of candidate feedback in the assessment process
	2.7 Explain the use of reasonable adjustments in candidate assessment
	2.8 Explain the considerations following candidate assessment

SFHR6 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

Unit Handbook

SFHR7 – Understanding onboarding, induction, training and development

Unit reference number: H/506/2588

Level: 3

Credit value: 4

Guided Learning (GL) hours: 38

Unit aim

This unit aims to develop the learner's knowledge and understanding about the onboarding and induction process and how to support the training and development needs of individuals. It will also enable the learner to understand the need for CPD activities to meet the identified needs of individuals.

Learning outcomes

There are two outcomes to this unit. The learner will:

LO1 Understand the onboarding and induction process

LO2 Understand how to support the training and development process of individuals

Unit content

Details of the relationship between the unit and relevant national occupational standards (if appropriate)

This unit is linked to the national occupational standards CFAHR5 - Develop organisational talent

Support of the unit by a sector or other appropriate body

This unit is endorsed by SkillsCfA, the sector skills council for HR

Evidence requirements

Learners must provide a portfolio of evidence for this unit.

Learning outcomes

Learning Outcome	Assessment Criteria
LO1 Understand the onboarding and induction process	1.1 Describe the methods used to facilitate the onboarding process
	1.2 Explain the importance of effective induction
	1.3 Describe the phases of induction in an organisation
	1.4 Describe which legal aspects should be included in an organisation's induction process
	1.5 Explain how to evaluate an induction process

Learning Outcome	Assessment Criteria
LO2 Understand how to support the training and development process of individuals	2.1 Describe training techniques that can be applied in the workplace
	2.2 Compare the advantages and disadvantages of training and development interventions and methods
	2.3 Explain organisational training and development policies and resource availability
	2.4 Explain the importance of reviewing individuals' training and development needs at regular intervals
	2.5 Describe types of training and development opportunities and interventions that are likely to meet individual and business needs
	2.6 Explain the importance of matching the training and development opportunities to an individual's learning style
	2.7 Explain why CPD should reflect an individual's training and development objectives

SFHR7 Document History

Version	Issue Date	Changes	Role
1.0	31/01/2023	Rebrand	Regulation Officer

PHR3 Document History

Version	Issue Date	Changes	Role
V2.0	31/01/2023	Formatting and re-branding. No content amendment.	Data Administrator