

# **Unit 21: Manage Individuals' Development in the Workplace**

**Unit reference number: L/506/1922**

**QCF level: 3**

**Credit value: 3**

**Guided learning hours: 10**

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## **Unit summary**

This unit looks at how an individuals' development is managed in the workplace.

Performance appraisals form an integral part of the development of staff and in this unit, you will learn about performance reviews and appraisals. You will develop the necessary skills to prepare for, carry out and feedback on individual performance reviews and appraisal in a professional manner.

Appraisals give the interviewer and the interviewee the opportunity to discuss any training needed to help the individual and the business to meet their needs. Training costs the business money but is a necessary tool that enables both the individual and the business to benefit. You will learn to look at the programmes and policies of the business and assess the advantages and disadvantages each provides. You will also learn to make judgements on and suggest improvements to training that would benefit all involved.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
<p>1 Be able to carry out performance appraisals</p>	<p>1.1 Explain the purpose of performance reviews and appraisals</p> <p>1.2 Explain techniques to prepare for and carry out appraisals</p> <p>1.3 Provide a private environment in which to carry out appraisals</p> <p>1.4 Carry out performance reviews and appraisals in accordance with organisational policies and procedures</p> <p>1.5 Provide clear, specific and evidence-based feedback sensitively</p> <p>1.6 Agree future actions that are consistent with appraisal findings and identified development needs</p>
<p>2 Be able to support the learning and development of individual team members</p>	<p>2.1 Describe training techniques that can be applied in the workplace</p> <p>2.2 Analyse the advantages and disadvantages of learning and development interventions and methods</p> <p>2.3 Explain organisational learning and development policies and resource availability</p> <p>2.4 Review individuals' learning and development needs at regular intervals</p> <p>2.5 Suggest learning and development opportunities and interventions that are likely to meet individual and business needs</p>

## Information for tutors

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### Suggested resources

#### Books

Baron, A. and Armstrong, M. – *Managing Performance: Performance Management in Action (Developing Practice)*, 2nd Edition (Chartered Institute of Personnel and Development, 2004) ISBN 9781843981015

Lloyd, K. – *Performance Appraisals and Phrases for Dummies* (John Wiley & Sons, 2009) ISBN 9780470498729

Hutchinson, S. – *Performance Management: Theory and Practice* (Chartered Institute of Personnel and Development, 2013) ISBN 9781843983057

#### Websites

[www.acas.org.uk](http://www.acas.org.uk) – the ACAs website provides a free advisory booklet on performance management – How to manage performance.

[www.cipd.co.uk](http://www.cipd.co.uk) – The Chartered Institute of Personnel and Development have a variety of free factsheets available on issues such as performance appraisal

#### Assessment

To pass this unit the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the Assessment Strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit Assessment guidance* and the requirements of the Assessment Strategy below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

#### Unit assessment requirements

This unit must be assessed in the workplace in accordance with Skills CFA Business Administration, Customer Service and Management and Leadership Assessment Strategy in *Annexe A*. Simulation is not allowed for this unit. All evidence of occupational competence should be generated through performance under workplace conditions; this includes evidence of achievement for knowledge-based learning outcomes and associated assessment criteria.

## Unit assessment guidance

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements of the unit. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

The main sources of evidence to meet learning outcomes 1 and 2 are a review of the learner's work products, direct observation, witness testimony and reflective account.

For learning outcome 1, the learner could be observed in performance review and appraisal meetings - the appropriate permission should be sought before these meetings are observed. This observation can provide evidence for AC1.4, AC1.5 and AC1.6. The learner's work products such as anonymised performance development plans and performance development review notes can be used to support the observation evidence for AC1.4 and AC1.6. These work products should be reviewed by the assessor to evaluate the validity of the evidence. The reflective account should be used to address AC1.1 and AC1.2 as well as provide evidence to corroborate the competence of the learner. For example, the learner could comment on their performance in conducting appraisal and review meetings, explain the techniques they used to prepare for, and conduct meetings (e.g. communication and feedback techniques), and discuss the rationale for the agreed learning objectives and learning activities from observed meetings and reviewed development plans (AC1.2, AC1.5 and AC1.6). The learner could also comment on how they have ensured compliance with organisational policies and procedures in carrying out performance reviews (AC1.4); alternatively witness testimony from colleagues and/or line manager could be used to provide evidence for these assessment criteria as well as others.

For learning outcome 2, work products could include development plans that have been reviewed and updated by the learner (AC2.4 and AC2.5). These should be reviewed by the assessor and could be used as a reference in the reflective account. The reflective account should meet the requirements of AC2.1, AC2.2 and AC2.3 and should be contextualised to the learner's work activities. For example, the learner's analysis of the advantages and disadvantages of learning and development interventions could be used to justify the learning and development activities they suggested for AC2.5. Witness testimony could also be used to provide supporting evidence for AC2.4 and AC2.5. The learner's responses or statements to meet the requirements of AC2.1 to 2.3 must be in sufficient depth and breadth to meet the level of demand of the operative verbs.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.