



Taking Management & Leadership to the Next Level

Human Resources and Recruitment Learning and Qualifications Strategy

May 2010

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Acknowledgements

The *Human Resources Learning and Qualifications Strategy* was developed through extensive desk research. A full list of references is provided at the end of this document.

In particular, the strategy is informed by two major pieces of research conducted over the past two years.

Trends Business Research (TBR) carried out a gap analysis of the skills needs and training supply for human resources on behalf of the UK Commission for Employment and Skills (TBR, 2009), involving 244 questionnaire responses and 72 in-depth interviews with HR professionals and their employers.

The **Chartered Institute for Personnel and Development** (CIPD) has carried out extensive research on the HR profession and its qualifications needs to inform its review of qualifications and membership grades (CIPD, 2008a, 2008b, 2009), involving in-depth interviews with 32 HR professionals working in a wide range of sectors and sizes of organisation and workshops with representatives from over 350 CIPD centres.

Although these two pieces of research were conducted independently for different purposes, their findings are closely correlated, thus enhancing the level of confidence that can be placed in them.

We are also grateful for the extensive research and documentation provided by the **Recruitment and Employment Confederation** (REC), giving an insight into the recruitment sector and the challenges it faces.

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1. Executive Summary

1.1 Human Resource Management and Development and Recruitment in the UK

There are over 300,000 Human Resource (HR) professionals in the UK, 135,000 of whom are members of the Chartered Institute of Personnel and Development (CIPD), the UK's leading professional body for HR management and development.

There are about 2,650,000 employing organisations in the UK, about 2,400,000 of which have less than 20 staff and are unlikely to employ a dedicated HR professional. HR functions in these smaller organisations are carried out by non-HR professionals for whom HR is only one of their responsibilities.

There are currently over 95,000 staff in the UK working in the recruitment industry, represented by the Recruitment and Employment Confederation (REC)/ Institute of Recruitment Professionals (IRP).

This Human Resources and Recruitment Learning and Qualifications Strategy (HRRL&QS) must meet the needs of

- HR professionals and non-HR professionals carrying out HR functions within organisations of all sizes, in all sectors of the economy, in all four UK countries *and*
- recruitment professionals working in all four UK countries.

It also covers those working in the UK, or for UK-based organisations who manage human resources working overseas.

1.2 The HR and Recruitment Learning and Qualifications Market

The HR learning and qualifications market in the UK is mature and CIPD's Postgraduate Diploma in Personnel and Development – together with equivalents offered by CIPD approved centres – has long been considered the gold standard for HR professionals. However, qualifications for HR professionals at lower levels are not so well established, with the exception of CIPD's Certificate in Personnel Practice (CPP) and Certificate in Training Practice (CTP). Scottish and National Vocational Qualifications (S/NVQs) in HR disciplines are not highly valued either by HR professionals or their employers.

Non-HR professionals can develop their people management knowledge and skills through generic or sector-specific management qualifications, but the only qualifications focusing on HR functions suitable for non-HR professionals are CIPD's CPP and CTP. Nevertheless, there is a wide variety of non-accredited learning in HR topics aimed at non-HR professionals and the Business Links, Business Gateway and nibusinessinfo.co.uk websites provide comprehensive information and interactive tools in employment law and HR policy and practice.

There is a comparatively small market in the UK for recruitment qualifications. REC's two academic qualifications (BA Hons Recruitment Practice and MA Recruitment Practice) have been recently introduced and of their two professional qualifications (Certificate in Recruitment Practice and Advanced Certificate in Recruitment Practice), only the Advanced

Certificate in Recruitment Practice is on the national Qualifications and Credit Framework (QCF). There is a wide variety of non-accredited training available to recruitment professionals.

1.3 Trends and Developments in HR and Recruitment

Globalisation and changes in technology, customer expectations, demography, public policy and legislation impact on HR roles and functions. Our analysis of trends concludes that, in the future:

- HR professionals will spend less time on administrative functions and more time on providing professional HR advice for the development of organisational strategy, which will require a much deeper business understanding
- more and more administrative HR functions will be outsourced to specialist firms
- as the working population ages and shrinks, a major challenge for HR and Recruitment professionals will be recruiting and retaining talent, including recruiting overseas
- technology and knowledge management systems will allow more remote working
- data protection and, for those working in the public sector, freedom of information issues will command more of HR professionals' attention
- HR professionals will spend an increasing amount of time adapting policies and systems to new laws and explaining these changes to their customers
- HR professionals will need to support culture changes in their organisations in order to adapt to the changing workforce.

In the future, non-HR professionals will be required to spend more time addressing HR issues as a result of:

- the complexity and pace of change of legislation, which, while often less onerous for small employers, takes up a disproportionate amount of their time
- more sophisticated expectations of HR management, both from a more experienced workforce and from new entrants to the labour market with a digital, global perspective
- reduction in the size of the local skilled workforce as a result of demographic changes and a consequent need to recruit from further afield, possibly overseas
- increasing pressure from external customers to ensure HR policies and practices are up-to-date and in line with good practice.

Similar trends and developments will impact on the recruitment profession to the extent that:

- recruitment professionals will spend less time on administrative functions
- technology, peer-to-peer and social networking will play an increasingly greater role in recruitment
- there will be more overseas recruitment
- there will be even more remote working
- the recruitment industry will need to adapt its own and its clients' policies and systems to new laws.

1.4 Vision for HR and Recruitment Learning and Qualifications

Changes are required to HR learning and qualifications provision both to resolve current deficiencies in the market and to address the future challenges HR and recruitment professionals and non-HR professionals will face.

Our vision is that, for HR Professionals there will be a single, coherent framework of qualifications available at different levels reflecting typical HR careers, comprising:

- **foundation qualifications**, covering the learning expected of HR professionals at Officer and Assistant/Administrator levels
- **intermediate qualifications**, covering the learning expected of HR professionals at Senior Officer and Manager levels
- **advanced qualifications**, covering the learning expected of HR professionals at Senior Manager and Director levels
- **accredited continuing professional development**, for all HR professionals, but particularly for Senior Managers/Directors to develop strategic HR knowledge and skills.

Qualifications will be modular, in line with the requirements of the Qualifications Credit Framework (QCF) in England, Wales¹ and Northern Ireland and the Scottish Credit and Qualifications Framework (SCQF), providing a range of different subject options reflecting different HR specialisms and allowing HR professionals to accumulate credits into full qualifications.

Learning and qualifications in managing people will continue to be available to non-HR professionals through generic management and sector-specific training and qualifications. Learning and qualifications in specific HR-functions will be available to non-HR professionals on a modular basis allowing them to accumulate credits to qualifications on the QCF and SCQF.

For recruitment professionals, there will be a revised suite of professional qualifications with the potential to be accredited on the QCF and SCQF. These qualifications will be modular, providing a range of different subject options and allowing recruitment professionals to accumulate credits into full qualifications. The professional qualifications will be complemented by the BA (Hons) and MA in Recruitment Practice which will continue to be available throughout the UK on a distance-learning basis.

Learning and qualifications for HR professionals, non-HR professionals and recruitment professionals will be available UK-wide at an affordable cost from a variety of local and national providers and through a range of different modes, including face-to-face and remote learning.

The *Employing People* section of the Business Links/Business Gateway/nibusinessinfo.co.uk websites will be promoted more strongly to non-HR professionals as a comprehensive, reliable and up-to-date source of HR policy, law and good practice.

Promotion of S/NVQs in HR-related subjects has been discontinued following expiry of accreditation of these qualifications at the end of 2009.

¹ In Wales the QCF forms part of the Credit and Qualifications Framework for Wales (CQFW).

1.5 Achieving the Vision

The Management Standards Centre (MSC) is charged by the UK Commission for Employment and Skills (UK Commission) with achieving the vision outlined in this strategy. It can only do so with the active participation, support and commitment of key partners, including:

- CIPD, REC and other professional bodies and awarding organisations
- sector bodies, including Sector Skills Councils (SSCs) and the Alliance of SSCs
- providers of non-accredited HR learning
- local business support services.

MSC will work with these organisations, and others, to develop an action plan to make this vision a reality. The implementation of the strategy will be monitored by a Human Resources and Recruitment Strategy Board (HRRSB) and a full evaluation will be carried out in 2012-13.

2. Scope of the Human Resources and Recruitment Learning and Qualifications Strategy

2.1 The Human Resources and Recruitment Functions

2.1.1 Scope Definition

As agreed with the UK Commission for Employment and Skills (UK Commission), this Human Resources and Recruitment Learning and Qualifications Strategy (HRRL&QS) covers all those who carry out the functions necessary to recruit, manage, develop, retain and release human resources, whether paid or unpaid, within employing organisations or working as external recruitment professionals based or trading in the UK.

It encompasses "Personnel Administration" aspects as well as "Learning and Development" functions, where these are carried out within the organisation. Importantly, it also encompasses the strategic role of Human Resources professionals in advising senior management on the future direction of the organisation to achieve its business goals.

The scope covers those working in organisations of all sizes, in all sectors of the economy, in all four UK countries and also includes those working in the UK, or for UK-based organisations, who manage human resources working overseas.

Apart from recruitment professionals (which were added into the scope at the request of the UK Commission after the Human Resources Learning and Qualifications Strategy had been drafted), the brief for the HRRL&QS specifically excludes those working for external agencies providing HR services (such as external education or training providers, pensions administrators and outplacement specialists).

2.1.2 Human Resources Functions

In a large, complex organisation, Human Resources (HR) functions may be delivered at four different levels:

- specialist HR contribution to the development of organisational strategy and policy
- development of strategies, policies and procedures to manage human resources
- managing the implementation of HR strategies, policies and procedures
- carrying out operational activities to manage human resources.

HR strategies, policies and procedures cover the full range of activities necessary to manage the organisation's human resources.

Table 1: Human Resources Functions

• appraisal	• employee relations
• career development	• employee welfare and support
• contracts of employment	• ex-patriot management
• discipline	• grievance
• dismissal	• induction
• diversity and equality of opportunity	• job evaluation
• employee and stakeholder communications	• job role design

- | | |
|---|--------------------------------------|
| • learning and development | • retirement |
| • maternity and parental rights | • rewards and benefits |
| • negotiation and collective bargaining | • sickness and absence |
| • organisational development and structures | • succession planning |
| • outplacement | • talent management |
| • pensions | • temporary staffing |
| • performance management | • terms and conditions of employment |
| • promotion | • transfer |
| • record-keeping of personal data | • whistle-blowing |
| • recruitment and selection | • work processes |
| • redundancy | • workforce planning |
| • relocation | • working hours and holidays |
| • resignation | |

Source: Internet, especially the Chartered Institute of Personnel and Development (CIPD) and the Society of Human Resource Management (SHRM) websites.

Most – but not all – organisations would consider that these functions fall within the Human Resources domain. Specifically excluded from this list are workplace health and safety, security, occupational health, payroll and pensions administration as these fall into the footprints of other SSCs or standards-setting organisations.

2.1.3 Human Resources National Occupational Standards

The ENTO website lists 22 standards in its Human Resources suite, accredited in 2008, (which replaced the Personnel Standards, accredited in 2001).

Table 2: Human Resources National Occupational Standards

HR 1	Develop and implement a human resources-related strategy
HR 2	Design human resources procedures
HR 3	Evaluate human resources procedures and operations
HR 4	Monitor and evaluate the delivery of human resources services to customers
HR 5	Design, deliver and evaluate changes to organisational structure
HR 6	Maintain employee and stakeholder communication systems
HR 7	Enable and support others to carry out human resources services
HR 8	Identify the learning and development needs of the organisation
HR 9	Support the delivery of learning and development procedures
HR 10	Support the delivery of performance management procedures
HR 11	Support others in the delivery of performance management processes
HR 12	Contribute to the design, delivery and evaluation of work procedures
HR 13	Operate employee support procedures
HR 14	Operate rewards and benefits procedures
HR 15	Operate recruitment procedures
HR 16	Operate selection procedures
HR 17	Operate procedures to promote equality and diversity
HR 18	Operate employee relations procedures
HR 19	Operate negotiation and collective bargaining procedures
HR 20	Operate grievance, disciplinary and dismissal procedures
HR 21	Operate redundancy procedures
HR 22	Operate staff exit procedures

Source: ENTO website

The Human Resources National Occupational Standards describe the performance expected of HR professionals who carry out HR functions across different parts of their organisation.

Other sets of standards, particularly the Management and Leadership standards and the Business Enterprise standards, describe the performance expected of non-HR professionals when they are performing HR functions within their own line responsibility.

Table 3: HR Functions in the Management and Leadership Standards

D3	Recruit, select and keep colleagues
D4	Plan the workforce
D5	Allocate and check work in your team
D6	Allocate and monitor the progress and quality of work in your area of responsibility
D7	Provide learning opportunities for colleagues
D8	Help team members address problems affecting their performance
D9	Build and manage teams
D10	Reduce and manage conflict in your team
D13	Support individuals to improve, develop and maintain their performance
D14	Initiate and follow disciplinary procedures
D15	Initiate and follow grievance procedures
D16	Manage redundancies in your area of responsibility

Source: MSC website

Table 4: HR Functions in the Business Enterprise Standards

OP1	Review the skills the business needs
OP2	Plan what people the business needs
OP3	Recruit people
OP4	Sub-contract work
OP5	Make sure people can do their work
OP6	Develop people's skills
OP7	Deal with workplace problems or disputes
OP	Change job roles and handle redundancy
OP9	Set up a stakeholder pension scheme

Source: SFEDI website

The UK Workforce Hub's Standards for the Management of Volunteers focus on the management of unpaid workers. These comprise a total of 37 standards, of which 24 cover HR functions.

Table 5: HR Functions in the Standards for the Management of Volunteers

A1	Contribute to the development of strategy in an organisation that involves volunteers
A2	Develop a volunteering policy
A3	Develop structures, systems and procedures to support volunteering
A4	Develop plans to meet strategic goals in an organisation that involves volunteers
A5	Evaluate volunteers' contribution to strategic goals
B1	Promote volunteering within your organisation
B2	Promote volunteering to potential and actual volunteers
C1	Manage the recruitment and placement of volunteers
C2	Advertise for volunteers
C3	Recruit and place volunteers
C4	Manage the induction of volunteers
C5	Induct volunteers
D1	Plan, organise and monitor volunteering activities
D2	Lead and motivate volunteers
D3	Support the development of volunteers' knowledge, skills and competence
D4	Provide one-to-one support to help volunteers develop
D5	Enable volunteers to learn in groups
D6	Maintain records of volunteers
D7	Manage volunteers' expenses

D8	Help address problems affecting volunteers
E1	Manage and continuously develop your resources for managing volunteers
E2	Manage and continuously develop your own and others' capacity for managing volunteers
E3	Develop productive working relationships with volunteers and other stakeholders
E4	Promote productive working relationships between volunteers and other stakeholders

Source: UK Workforce Hub website

Other suites of standards cover some of the more specialist areas identified in Table 1 above, such as diversity and equality and learning and development.

The ENTO website lists 20 standards in its Recruitment Practice suite which were most recently updated in 2005. These are not considered by REC to be fit for purpose.

Table 6: Recruitment Practice National Occupational Standards

R1	Evaluate and develop your own contribution to the service
R2	Ensure your own actions reduce risks to health and safety
R3	Ascertain client requirements and maintain contact
R4	Attract and retain job-seekers
R5	Take and circulate vacancy details
R6	Support and co-ordinate job seekers in taking up employment offers
R7	Conduct interviews to support the recruitment process
R8	Conduct follow up procedures with job seekers
R9	Co-ordinate the recruitment and activities of temporary workers
R10	Use web-based technologies for recruitment
R11	Use computer-based information management systems
R12	Monitor and evaluate the quality of service provided
R13	Contribute to developing the recruitment business
R14	Review health and safety procedures in workplaces
R15	Improve the customer relationship
R16	Maintain effective working relationships
R17	Make sales presentations to existing and potential customers
R18	Monitor and solve customer service problems
R19	Assist clients to decide on a course of action
R20	Assist clients to plan the implementation of a course of action.

Source: ENTO website

2.1.4 Sector Coverage

Human Resources functions are carried out in all sectors of the economy and this HR Learning and Qualifications Strategy will impact on all members of the Alliance of Sector Skills Councils.

Table 7: Sector Skills Councils (SSCs)

Asset Skills – property, housing, cleaning and facilities management	Energy & Utility Skills – electricity and renewables, gas, waste management and water industries
Cogent – chemicals and pharmaceuticals, nuclear, oil and gas, petroleum and polymers	The Financial Services Skills Council – financial services, accountancy and finance
ConstructionSkills – construction sector and a wide range of sectors in the development and maintenance of the built environment	GoSkills – passenger transport
Creative and Cultural Skills – arts, cultural heritage and craft and design.	Government Skills – central government
e-Skills UK – Business and Information Technology.	Improve – food and drink manufacturing and processing
	Institute of the Motor Industry – retail motor industry

Lantra – environmental and land-based industries
Lifelong Learning UK – community learning and development, further education, higher education, libraries, archives and information services, work-based learning and development
People 1st – hospitality, leisure, travel and tourism
Proskills – process and manufacturing sector
SEMTA – science, engineering and manufacturing technologies
Skillfast-UK – fashion and textiles
 Skills for Care & Development – social care, children and young people

Skills for Health – health
Skills for Justice – policing & law enforcement, youth justice, custodial care, community justice, courts service, prosecution service and forensic science
Skills for Logistics – logistics
SkillsActive – active leisure and learning
Skillset – audio visual industries.
Skillsmart Retail – retail
SummitSkills – building services engineering

Source: Alliance of Sector Skills Councils website

It will be equally relevant to skills bodies representing other sectors without an SSC, shown in Table 8.

Table 8: Other Skills Bodies

Council for Administration	Skills for Security
FFINTO – furniture, furnishings and interiors	SkillsPlus UK – local government
HABIA – hair, beauty, nails and spa industries	Skills Third Sector – voluntary and community sector
Merchant Navy Training Board	Training and Development Agency for Schools
Port Skills and Safety	

Source: UK Standards Directory website

2.1.5 Human Resources Workforce in Organisations of Different Size

The Human Resources workforce – those who carry out HR functions – can be divided into three groups:

- HR professionals, whose prime responsibility is HR and who carry out HR functions across different parts of their organisation, and
- non-HR professionals, for whom HR is only one of their responsibilities
- recruitment professionals, working in external recruitment companies.

There are approximately 300,000 HR professionals in the UK (LFS, 2007), the majority of whom work in the c. 230,000 organisations which employ 20 or more staff (ONS, 2009).

Rarely will one of the c. 2,400,000 organisations with less than 20 workers have a dedicated HR professional. In these organisations, HR policy may be part of the remit of a senior manager (eg managing director, finance director or office manager) with the implementation of HR procedures and practice (eg recruitment, training and appraisal of staff) being a responsibility of the UK's population of 4,500,000 line managers (MSC, 2007).

There are over 95,000 recruitment professionals working in the UK and the recruitment industry had a turnover of £22.5 billion in 2008/9.

This HR and Recruitment Learning and Qualifications Strategy takes account of the current and future needs of HR professionals and non-HR professionals who carry out HR functions as part of their strategic and/or line management responsibilities and recruitment professionals.

2.2 Overview of Learning and Qualifications in Human Resources and Recruitment

HR learning and qualifications provision can be grouped under four main headings: academic, professional, vocational and non-accredited learning.

2.2.1 Academic Qualifications

Academic qualifications for HR include:

- **Higher National Units** (Scotland only). These may cover Human Resources Management generally, HR Management in a specific sector or specific HR functions (such as Employee Relations, Recruitment, Selection and Induction or Interviewing).
- **Higher National Certificates and Higher National Diplomas**. These may specifically cover Human Resources Management, or they may cover Business more generally, but with a Human Resources element to them.
- **Foundation Degrees** (not available in Scotland). There are a few Foundation Degrees in HR Management; many more have HR as part of a Business course.
- **Honours Degrees**. Few BA or BSc courses have Human Resources as a single focus; however, there are many Business degrees with an HR element to them.
- **Postgraduate Qualifications**. There are nearly 200 postgraduate courses offered by universities throughout the UK leading to MA, MSc, MPhil, Postgraduate Certificates, Postgraduate Diplomas and PhD qualifications, the majority of which specialise in Human Resources Management and many of which are recognised as entry routes into membership of the Chartered Institute of Personnel and Development.

Most relevant HNCs, HNDs, foundation degrees and honours degrees are aimed at those wishing to develop a career in business and management and needing to have some knowledge and understanding of HR policies and practices. Relevant postgraduate qualifications, on the other hand are clearly aimed at those wishing to pursue a career as an HR professional.

While some of the HR academic qualifications mentioned above may apply to Recruitment Consultants, there are also specific academic qualifications for recruitment consultancy:

- **Honours Degree**. REC has accredited an honours degree (BA Honours Recruitment Practice) since 2004, delivered by Middlesex University Business School in London.
- **Masters Degree**. REC has also accredited a Masters degree (MA Recruitment Practice) which is also delivered by Middlesex University Business School in London.

2.2.2 Professional Qualifications

Professional qualifications for HR are offered by the Chartered Institute of Personnel and Development (CIPD) and include:

- **Postgraduate Diploma in Personnel and Development**
- **Certificate in Business Awareness and Advanced Professional Study** (NB this is not an HR qualification as such, but helps students prepare for post-graduate study)
- **Certificates** covering: Personnel Practice; Training Practice; Recruitment and Selection; Coaching and Mentoring; Employment Relations, Law and Practice.

These latter certificates are suitable both for non-HR professionals and those who are new to the HR profession. The Postgraduate Diploma in Personnel and Development is aimed at HR professionals and is closely linked to CIPD's professional membership criteria.

The Association of Business Executives (ABE) offers three levels of qualifications for HR professionals:

- **Advanced Diploma in Human Resource Management**
- **Diploma in Human Resource Management**
- **Certificate in Human Resource Management**

Other professional qualifications, such as those offered by the Chartered Management Institute (CMI) and the Institute of Leadership and Management (ILM) also cover HR management, but from the perspective of the line manager, rather than the HR professional.

The professional qualifications offered to Recruitment Consultants by REC are:

- **Certificate in Recruitment Practice**
- **Diploma in Recruitment Practice.**

2.2.3 Vocational Qualifications

Scottish and National Vocational Qualifications (S/NVQs) for HR are offered by approved centres of CIPD and the Institute of Leadership and Management at three levels:

- **Personnel Strategy** (S/NVQ level 5)
- **Personnel Management** (S/NVQ level 4)
- **Personnel Support** (S/NVQ level 3).

These S/NVQs are aimed at dedicated HR practitioners in strategic, managerial and administrative roles. There are other S/NVQs, such as those in Management and Leadership and the Management of Volunteers which also comprise HR management as part of line management activity. The Learning and Development S/NVQs are currently under review. There are currently no vocational qualifications for recruitment practice since the level 3 NVQ in Recruitment offered by CIPD expired in June 2008.

2.2.4 Non-accredited Learning

Non-accredited training courses for HR professionals are offered by a wide variety of providers, including CIPD, Directory of Social Change, Reed Learning, and UK Open College.

Much of the non-accredited learning aims to provide non-HR professionals with the essential knowledge and skills they require to perform HR functions as a line manager.

REC has a dedicated in-company training service offering non-accredited training for Recruitment Consultants including management and sales programmes as well as operational recruitment programmes.

2.3 Policy context

2.3.1 Sector Qualifications Reform Programme

This Human Resources and Recruitment Learning and Qualifications Strategy (HRRL&QS) is one of a number of Sector Qualifications Strategies commissioned by the UK Commission for Employment and Skills (UK Commission) as part of the Sector Qualifications Reform Programme, which in turn contributes to the UK Vocational Qualifications Reform Programme.

Established by Government in April 2008, the UK Commission is an employer-led body whose mission is to benefit employers, individuals and government by advising how improved employment and skills systems can help the UK become a world-class leader in productivity, in employment and in having a fair and inclusive society: all this in the context of a fast-changing global economy.

An important strand of this work is the development of Sector Qualifications Strategies which aim to:

- identify key drivers for sector development in relation to qualifications and other learning provision
- evaluate how well existing qualifications and other learning provision meets sector needs (current and future)
- make proposals for any changes required, including a plan for development and implementation
- bring coherence and shared direction to ongoing development work
- provide a sound basis for future development and decision-making in each broad sector
- ensure sector proposals are communicated to, and supported by, key stakeholders.

Key benefits of Sector Qualifications Strategies are:

- credible qualifications and/or learning provision that employers can trust and understand
- clearly defined progression for learners within and across vocational contexts
- clarity on the broader range of skills and aptitudes that make people employable
- a planned approach to development and implementation
- a shared understanding of employer and learner needs
- effective partnership and collaborative working between stakeholders.

The HRRL&QS is a UK-wide initiative which shares the support of the UK Government and the Devolved Administrations (DAs). However the policy drivers in each country are slightly different. Whilst many of these policy drivers are common to the whole skills agenda, they are particularly relevant to the Human Resources and Recruitment Learning and Qualifications Strategy which is aimed at those strategists, managers and administrators who are best placed to translate skills policy into practice in the workplace.

2.3.2 England

The key document shaping the skills agenda in England, and to some extent in other parts of the UK is the *Leitch Review of Skills* (HM Treasury, 2006) which highlighted the need to accelerate workforce skills development in the UK. It established that out of the top 30 OECD countries, the UK lies at an average of 16th across low, intermediate and high skills rankings.

The Government's response, *World Class Skills: implementing the Leitch Review of Skills in England* (DIUS, 2007), set out the ambitious target of becoming a world leader in skills by 2020, as benchmarked against the top quartile of OECD countries, and placed a clear emphasis on the role of SSCs in establishing qualifications. Another outcome of the Leitch Review was the recommendation that all SSCs should undergo a re-licensing process, in order to ensure that each has 'the confidence, support and influence of employers within their sector.' (DELNI, 2008, cited in TBR, 2009, pg4). The process is now complete, with all but two SSCs being relicensed.

The UK Commission for Employment and Skills (UK Commission) was launched on 1st April 2008, taking over many of the responsibilities of the Sector Skills Development Agency and the National Employment Panel (which were closed on 31st March 2008). The Alliance of Sector Skill Councils – owned and lead by the network of 25 SSCs – was founded concurrently to assume co-ordination of the Skills for Business Network.

Since the HR Learning and Qualifications Strategy was drafted in October 2009, the Department for Business, Innovation and Skills (BIS) has published *Skills for Growth – The national skills strategy* (BIS, 2009b) which underpins the Government's industrial strategy outlined in *Going for Growth* (BIS, 2009a). The emphasis is on an effective, efficient, streamlined system which will ensure all workers have the skills needed for continued employment and develop the new skills required for the industries of the future.

2.3.3 Wales

The 2005 *Skills and Employment Action Plan for Wales* (National Assembly for Wales, 2005a) sets out a strategic agenda geared to improving skills throughout the workforce. It provides a framework for action based upon the 2003 strategic agenda *Wales: A Better Country*, which had already identified the creation of better jobs and skills as one of its four key policy areas.

The December 2005 report *Wales: A Vibrant Economy* reiterated this through its aim to reinforce the skills base and 'deliver more demand-led training tailored to the needs of businesses.' (National Assembly for Wales, 2005b). *The Learning Country: Vision into Action* (National Assembly for Wales, 2006) translated these needs into a strategic plan for education, lifelong learning and skills in Wales.

Skills That Work for Wales (National Assembly for Wales, 2008) is the Welsh Assembly Government's response to both the Leitch Review of Skills and the independent Webb Review *Promise and Performance* (National Assembly for Wales, 2008) and outlines the current skills and employment strategy in Wales.

2.3.4 Northern Ireland

In 2005, the *Economic Vision for Northern Ireland* (DETINI, 2005) was published as a strategic vision to direct policy up to 2015 in Northern Ireland. It aims to close the productivity gap in Northern Ireland resulting from economic weaknesses in the country (such as its under-developed private sector) and prioritises skills as a key productivity driver.

In 2006, *Success Through Skills: the Skills Strategy for Northern Ireland* (DELNI, 2006a) was launched. A key theme within the strategy is improving the skills levels of the workforce – it is the overarching strategy for increased participation in education, skills training and

employment in Northern Ireland. *Success Through Skills: the Skills Strategy for Northern Ireland: A Programme for Implementation* (DELNI, 2006b) sets out a plan for delivery in partnership with employers and their representative bodies, individuals and trade unions, training and education providers, the community and voluntary sector and other Government departments and agencies.

Northern Ireland differs slightly from England, Scotland and Wales with regard to the UK Commission's remit: '...it has been agreed that Northern Ireland employment and skills issues will be overseen locally by a Northern Ireland Employment and Skills Advisor, who will have a place on the UK Commission and will report to the Minister for Employment and Learning (DELNI, 2008)'. The UK Commission reports to the DELNI Minister in Northern Ireland in a primarily advisory context.

2.3.5 Scotland

The 2007 *Skills for Scotland: A Lifelong Skills Strategy* (The Scottish Government, 2007a) established the current strategy for skills development in Scotland, based on the demand for skills confirmed by the Leitch Review. It supports the vision of a Scotland with a globally competitive economy based on high value jobs, with progressive and innovative business leadership.

Following this, the *Scottish Government's Economic Strategy* (The Scottish Government, 2007b) was published in November 2007, outlining its vision for creating 'a more successful country, with opportunities for all of Scotland to flourish, through increasing sustainable economic growth.' In a wider context, the Government Economic Strategy defines an expansive strategic approach for the Scottish Government, based on five Strategic Objectives:

- Wealthier and Fairer
- Healthier
- Safer and Stronger
- Smarter
- Greener.

In the context of the skills utilisation agenda, the *Economic Strategy* recognises that, whilst Scotland's skills base is relatively good, Scotland's translation of this human capital into economic growth and socio-cultural development has not been fully realised. As such, one of its strategic priorities is 'a supply of education and skills which is responsive to, and aligned with, actions to boost demand'. (The Scottish Government, 2007b).

A non-departmental public body, Skills Development Scotland, was created in 2007 to make the vision set out in *Skills for Scotland: A Lifelong Skills Strategy* a reality.

2.4 Key Skills Drivers in HR

Recent Labour Market Information research conducted by TBR on behalf of the UK Commission (TBR, 2009) has identified five key drivers affecting HR skills demand and supply:

- Globalisation
- Technological Change
- Consumer Demand
- Public Policy and Legislation
- Demographic Change.

2.4.1 Globalisation

Globalisation is a key driver of skills demand within HR; not only does it have a direct impact but it shapes the rate of technological change, consumer demand and affects international law. One challenge that HR practitioners face is leveraging suitable talent for the global workforce whilst local labour forces in developed economies are stagnating. The Adecco Institute identified the role of HR in identifying, cultivating, managing and retaining talent as of increasing importance; this is because companies will compete on the basis of innovation as a means of gaining competitive advantage, and hence having a highly-skilled workforce is essential (Adecco Institute, 2007).

HR will be invaluable in uniting a corporate culture over many nations as companies seek to act global but think local. Development Dimensions International (2008) found that 88% of companies find it difficult to create a unified corporate culture as in most locations local customs and culture greatly affect the way business is conducted.

Due to technological change and globalisation the concentration of HR activities in international shared service centres has become more popular. Many HR functions can be centralised to these hubs, with each having a regional HR manager for coordination purposes. This type of approach may well be more cost-effective, but the skills required to work in these centres can differ to those required in traditional domestic HR environment.

2.4.2 Technological Change

Technological change, such as the continuing uptake of web-based communications and HR Management software, will play a more and more significant role in assisting HR practitioners. Technology facilitates greater productivity, allowing HR practitioners to spend less time and resources carrying out functional and administrative activities and more time shaping the strategic direction of their organisations. This shift in emphasis is increasingly allowing senior HR professionals to spend their time focused on high value-adding activities of strategic importance.

One of the main ways in which technological change will facilitate this shift in emphasis is the outsourcing of transactional processes, such as payroll and pensions. Furthermore, highly efficient integrated internet-based software packages (the vast majority of which include self-service elements) make HR activities less labour intensive. A recent report predicts that these applications will become more-widely used due to their ability to synthesise large

amounts of information and different functions (HR Management, 2009). As these HR Information Systems become more complicated these too may be outsourced.

Technological change will enable HR professionals to work from home more regularly (where desired) as more of their work can be done remotely via internet-based applications. The amount of time that HR professionals need to spend planning will also be reduced, provided they can harness recent developments in software that can be applied to career development, e-recruitment and succession planning. The Adecco Institute (Adecco Institute, 2008) believes that knowledge management systems will become particularly important to the profession because of their ability to enable knowledge sharing (which is becoming increasingly important in large, fragmented organisations) and succession planning.

However this technological innovation has a downside too. Firstly, new entrants to the profession are increasingly lacking the interpersonal and communication skills (ENTO, 2008) that are so important to the role; this is largely due to the increased use of technology within society and reduced need to develop excellent relational abilities. Whilst the IT skills and knowledge that younger HR professionals possess is useful it will not replace the need to interact comfortably with others. Secondly, due to several recent, high-profile losses of personal information by organisations and increases in levels of identity theft in the UK, the importance of taking steps to protect HR data has never been more critical. As more information is held electronically on HR software programs, security measures will need to be implemented.

2.4.3 Customer Demand

For reasons previously outlined (relating to globalisation and technological change), the demand for skills within HR is changing. There is now a greater focus on strategic HR rather than operational HR. Another area that has become a major issue for HR is work-related stress. Stress now affects one in five of the working population and is the single biggest cause of sickness absence in the UK with over 105 million days lost to employers each year at a cost of £1.24bn (Stress Management Society, 2009). Management style is a well-recognised primary cause of work-related stress and hence HR has a role to play in minimising this as well as dealing with the consequences of costly absences.

HR professionals' customers are the managers and staff in their organisations. The level of customer demand for HR services, like the majority of occupations, is also related to economic success. In the current recessionary climate, demand for HR services has generally decreased – especially in the areas of training and recruitment – though some functions such as managing and implementing redundancy and outplacement procedures have become more prominent. The UK's economic instability is mirrored across the world. A recent study by the EChr (2009) reflects how the priorities of HR departments are changing worldwide. The report found that cost-cutting was the biggest priority for HR whilst the need to reduce labour costs has also become a key priority, alongside retaining top talent and leadership development. As businesses scale back staff numbers they may decide that fewer HR staff are needed to work with a reduced work force. This theory is supported by data from Monster's Employment Index (Monster, 2009) which has found that online job demand in the HR sector was in sharp decline from mid-2008 and reached an all-time low in January 2009.

2.4.4 Public Policy and Legislation

Public policy and legislation is a key driver of skills demand in HR because there are so many pieces of legislation to comply with. Legislation affecting working practice in the UK is constantly changing, and it is usually HR that is responsible for noting and acting upon it. The legislation of which HR practitioners must be aware encompasses broad areas including:

Immigration laws. Aside from the obligation for all employers to ensure that their employees have the right to work in the UK, organisations who intend to hire workers from abroad (or with foreign nationalities) must conform to the UK Border Agency's controls on immigrant workers.

Sick pay/maternity and paternity pay/adoption pay. There are a number of requirements which employers must conform to regarding paid leave and absence from work. For example, statutory maternity leave is currently 52 weeks, within which individuals are entitled to 39 weeks statutory maternity pay. Paternity leave varies from 1-2 weeks, depending on circumstances. A recent (June 2009) ruling by the House of Lords has asserted that workers are now entitled to accrue holiday time even when on sick leave.

Redundancy laws. Redundancy and compensation laws are extremely topical as a result of the recession. They are also a paralegal area, and whilst larger firms may employ HR practitioners who specialise in employment law, many others (both large and small) are compelled to contract external expertise when dealing with redundancy and compensation. UK law currently states that an individual with 2+ years' continuous employment service who is made redundant is entitled to a redundancy payment. Redundancy includes a number of sensitive considerations on the part of HR practitioners including notice, contractual obligations and issues surrounding unfair dismissal.

Equality legislation. Age Discrimination Legislation was introduced in October 2006 which made it illegal to apply recruitment criteria, policies, etc to employees on the basis of their age, and also made employers responsible for the behaviour of employees who engage in age discrimination. The Equality Bill, published in April 2009, is an example of a piece of legislation which is causing HR to implement different policies in a wide range of functions. It necessitates greater transparency in procurement (including recruitment of new staff, as well as how staff are treated in the workplace and in employment tribunals). The bill will have far-reaching implications for many companies and public sector organisations who will be forced to implement new processes where necessary to meet the new stringent criteria.

Data Protection. The Data Protection Act 1998 came into force in 2000, and applies to information security, confidentiality, impartiality and the handling of data in accordance with individual and organisational rights. The high profile Freedom of Information Act 2000 – which applies only to public sector organisations – is another influential piece of legislation regarding the availability of information for the purposes of public interest.

This list is not exhaustive and there are additional pieces of public policy and legislation which HR practitioners must maintain awareness of. Although the Government has made efforts to reduce red tape (Hutton, 2008) there has been a steady stream of new regulations and codes of practice over recent years.

HR departments have also had to keep abreast of the many pieces of legislation made by the EU Parliament as well as UK Government policies. Legislation is not static and constantly

evolves, meaning that HR departments need to constantly ensure that their organisations are compliant. ENTO found that the proportion of time spent by HR staff simply reporting changes in policy and legislation was a serious drain on time and resources at the expense of other value-adding activities (ENTO, 2008). The ability to effectively report back this information and implement processes that ensure legislation is adhered to requires time management and organisational skills, as well as the capacity to distil large amounts of information to provide the basis for new organisational practices.

2.4.5 Demographic Change

Changes in UK and global demographics will have an impact on the role HR plays within organisations. The size of developed economies' labour forces will stagnate over the next few decades whilst developing countries will continue to witness a significant population increase over time. Furthermore, workforces in developed countries are ageing due to longer life expectancy and lower fertility. This problem is somewhat compounded by a later entry into the workforce due to more time spent in education.

As the available pool of labour within developed countries such as the UK stagnates, global organisations will need to hire the top talent from developing economies and HR will play a key role in this process. This need for 'talent management' will become more urgent as demographic trends become more pronounced in the future.

To maximise the productivity potential of a more elderly workforce, HR will need to respond to age discrimination legislation and be able to implement changes in the workplace (for example, larger font sizes on documents, suitable office furniture) that enable older workers to be just as efficient as their younger colleagues.

2.4.6 Changes in the Structure of HR

In research for its draft Qualifications Strategy, CIPD identified similar factors impacting on the skills HR professionals require (CIPD, 2008a). They note, for example, that, as large companies become more global in their operations, HR professionals need to develop appropriate skills for working in complex environments, often with different legal and cultural requirements. They will also need to have qualifications that are recognised internationally and aligned with the European Qualifications Framework requirements.

CIPD also noted that the structure of the HR function in larger organisations is changing, with many organisations adopting variations of Ulrich's HR model, involving:

- **shared services**, carrying out the administrative tasks
- **centres of expertise**, giving support to business partners, developing HR policy and dealing with complex queries from shared services
- **business partners**, working with business units and line managers on strategic management, organisational design, business performance and line management
- **corporate HR**, setting the people strategy and taking on a corporate governance role to ensure their organisation upholds corporate values, complies with legal requirements and follows good practice in people management and development.

However, CIPD recognised that not all those working in HR are employed in larger organisations. 37.5% of employees in the UK work in companies with 49 or less employees, and many of these companies will have just one employee with responsibility for HR

functions. Therefore, there is still a continued need for the more traditional HR generalist role as well as the specialist roles described in Ulrich's model (CIPD, 2008a).

2.5 Key Skills Drivers in Recruitment

These key skills drivers also affect the recruitment industry, although their impact is different and, in some cases, more acute.

2.5.1 Globalisation

Globalisation is a key driver of skills demand within recruitment as it shapes the rate of technological change, consumer demand and affects international law. The majority (nearly 60%) of recruitment agencies in the UK are small organisations with 4 or fewer employees (REC, 2006) with a mainly local presence. However, it may become more difficult to focus on a relatively small geographical area in the future as local labour forces in developed economies stagnate and global talent becomes more important.

2.5.2 Technological Change

Technological change has a similar influence on recruitment professionals as on HR practitioners in that technology facilitates greater productivity, allowing recruitment professionals to spend less time and resources carrying out functional and administrative activities. This is reflected in statistics: while the number of recruitment professionals increased overall over the 3 years to 2008, the number of administrative/management staff remained stagnant, which indicates that more administrative work is becoming automated (REC 2008).

Technological change will enable recruitment professionals to work from home more frequently (where desired) as more of their work can be done remotely via internet-based applications.

Peer-to-peer networking in the recruitment process has traditionally been used almost exclusively for top-end recruitment or "head-hunting". This is changing with the increased usage of social media and websites such as LinkedIn.com where professionals create profiles and build networks based on their connections, their connections' connections, and the people they know. LinkedIn.com is connected to a job search engine, Simplyhired.com so if a LinkedIn user searches for a job on Simplyhired.com, the site also shows if anyone in their network works for the company they would like to work for (DEMOS, 2007).

2.5.3 Customer Demand

The level of customer demand for recruitment services, like the majority of occupations, is also related to economic success. In the current recessionary climate, demand for permanent recruitment has generally decreased. Cautious organisations that need to take on staff are generally looking for temporary or contract staff so that if business should decline further, redundancy will be less of an issue.

2.5.4 Public Policy and Legislation

Public policy and legislation is a key driver of skills demand in recruitment because, like in HR, there are so many pieces of legislation to comply with. Immigration laws, equality

legislation and data protection are all pieces of legislation which affect recruitment as much as HR. One further imminent piece of legislation which will affect recruitment is **equal rights for temporary workers**. Under current plans agency workers will get the same rights as directly employed staff after 12 weeks in a job, meaning rights to equal treatment on pay, holidays and other basic conditions. This legislation could come into force in 2011 and could affect the market for temporary employees as employers perceive lessened flexibility in the market.

2.5.5 Demographic Change

The demographic changes discussed for HR will affect recruitment equally in that the pool of job hunters available will change and recruitment agencies may need to expand their database to include global talent.

2.5.7 Competitive Business Environment

Recruitment is a fast paced, dynamic industry which has grown by 635% over the last 15 years. The rapid growth of the industry in the 1990s has given way recently to a more steady growth, although new recruitment companies are still emerging, replacing those that are less successful; the majority of recruitment agencies are ten years old or less and over one in four are less than three years old (REC, *Recruitment Industry Census*, 2006).

3. Characteristics of the HR workforce

As indicated in Section 2 above, those carrying out HR functions can be grouped into

- HR professionals, whose prime responsibility is HR and who carry out HR functions across different parts of their organisation, and
- non-HR professionals, for whom HR is only one of their responsibilities
- recruitment professionals.

3.1 HR Professionals

The Standard Occupational Classification has two codes which cover HR Professionals at the managerial and operational levels:

SOC 1135 (Personnel, Training and Industrial Relations Managers). This SOC group is broadly equivalent to the strategic/managerial HR workforce, as it represents individuals at management levels who are more heavily involved in decision making and direction.

Translated into organisational job titles, this SOC group covers:

- Human Resources/Personnel Director
- Human Resources/Personnel Manager
- Specialist HR roles (eg Training and Development Manager, Equal Opportunities Manager, Employee Relations Manager, Compensation and Benefits Manager, Recruitment Manager)

SOC 3562 (Personnel and Industrial Relations Officers). This SOC group is broadly equivalent to the operational/administrative HR workforce, as it represents individuals at HR officer level who are generally more involved in undertaking administrative and routine (albeit important) HR activities. Translated into organisational job titles, this SOC group covers:

- Human Resources/Personnel Officer
- Human Resources/Personnel Administrator
- Specialist HR roles (eg Training and Development Officer, Equal Opportunities Officer, Employee Relations Officer, Compensation and Benefits Officer, Recruitment Officer)

3.1.1 Geographic Distribution

According to the Labour Force Survey 2007, there are slightly over 300,000 HR professionals in the UK, of whom nearly 90% work in England - of which 36% work in London or the South East - 7% work in Scotland, only 3% in Wales and just 1% in Northern Ireland.

HR professionals represent a significant proportion of the workforce, accounting for over 1% of the UK workforce in 2007. Between 2004 and 2007 the UK saw a rise of 14% in the HR professional workforce. The increase has not been uniform over all regions and nations; Northern Ireland witnessed a 42% reduction in its HR workforce between 2004-2007, however, employment in the rest of Northern Ireland increased by 7.7%. Wales also witnessed a slight decrease in the size of its HR workforce.

Table 9: HR Professionals by Region and Nation

Region/Nation	2004	2004 share of total UK workforce	2007	2007 share of total UK workforce	% change 04-07
North East	8,254	3%	6,520	2%	-21%
North West	25,589	9%	31,840	10%	24%
Yorkshire & the Humber	20,638	8%	22,931	7%	11%
East Midlands	20,121	7%	21,722	7%	8%
West Midlands	21,498	8%	27,187	9%	26%
Eastern	25,958	10%	28,362	9%	9%
London	43,902	16%	59,732	19%	36%
South East	47,272	17%	52,767	17%	12%
South West	20,239	7%	22,928	7%	13%
England	233,471	86%	273,989	89%	17%
Wales	10,030	4%	9,503	3%	-5%
Scotland	21,339	8%	21,269	7%	0%
Northern Ireland	5,895	2%	3,402	1%	-42%
UK	270,735	100%	308,163	100%	14%

Sources: LFS, 2004; LFS, 2007

3.1.2 Gender Balance

The HR occupation is female-dominated; 63% of all practitioners in 2007 were female.

This is slightly less than in 2004 when the figure was 65%. This figure may be slightly errant as figures for Wales and Northern Ireland are suppressed. The gender difference is particularly noticeable in operational/administrative HR where only 27% of employees are male whilst in strategic/managerial HR, 44% of employees are male.

It does seem apparent that the HR profession is becoming less female-dominated; between 2004 and 2007 the number of females in the HR profession rose by 11% whilst the number of males increased by 20%, almost double the amount. Whilst the increase in male employees outstripped the increase in female employees in the HR profession, this trend was not reflected across the wider economy; both male and female employee numbers grew by 3% across all industry sectors.

Table 10: HR professionals; by gender

Region/Nation	HR 2004		HR 2007		% Change 2004- 2007	
	% Male	% Female	% Male	% Female	Male	Female
North East	26%	74%	56%	44%	82%	-8%
North West	55%	45%	52%	48%	-47%	42%
Yorkshire & the Humber	37%	63%	43%	57%	un	-19%
East Midlands	26%	74%	53%	47%	un	-37%
West Midlands	43%	57%	42%	58%	-13%	21%
Eastern	41%	59%	37%	63%	-100%	126%
London	30%	70%	42%	58%	-5%	26%
South East	34%	66%	40%	60%	-33%	-2%
South West	26%	74%	51%	49%	201%	-1%
England	37%	63%	45%	55%	-22%	14%
Wales	un	un	41%	59%	un	68%
Scotland	24%	76%	40%	60%	12%	29%
Northern Ireland	un	un	46%	54%	un	un
UK	37%	63%	44%	56%	-22%	24%

Sources: LFS, 2004; LFS, 2007 un = unknown (cannot be calculated as essential data is suppressed)

3.1.3 Age Distribution

The age profile of HR professionals did not change significantly between 2004 and 2007 (see Table 11).

There are signs that the profession has seen an increase in younger workers (higher proportion of workers aged 18-19, 20-24 and 30-34 than in 2004 and a lower proportion of workers aged 55-59) between 2004 and 2007. However, there has been an increase in the number of individuals in the workforce aged 60-64 and most age categories have remained unchanged in the period. Those that have altered have only changed by one or two percent. This reflects the change in all occupations, suggesting that the age profile of HR practitioners follows national trends relatively closely.

There were also differences between the strategic/managerial and operational/administrative HR workforces (indicated by the variation between SOC 1135 and SOC 3562). The strategic HR workforce saw increases in its workforce aged 40-44 years and over 65 years, whereas functional HR saw decreases in these age groups. Overall however these variations were minor and display no coherent general trends.

Table 11: HR professionals; by age

Age Band	SOC 1135 Strategic/Managerial		SOC 3562 Operational/Admin		HR Professionals		All Occupations	
	2004	2007	2004	2007	2004	2007	2004	2007
16-17	0%	0%	0%	0%	0%	0%	2%	2%
18-19	0%	0%	1%	1%	0%	1%	3%	3%
20-24	2%	3%	13%	14%	7%	8%	8%	9%
25-29	9%	8%	23%	23%	16%	16%	9%	10%
30-34	15%	15%	15%	17%	15%	16%	11%	10%
35-39	17%	15%	15%	13%	16%	14%	23%	21%
40-44	18%	20%	11%	10%	15%	15%	12%	12%
45-49	17%	14%	9%	9%	13%	11%	10%	11%
50-54	11%	12%	7%	6%	9%	9%	9%	9%
55-59	9%	9%	6%	4%	7%	6%	8%	8%
60-64	3%	3%	1%	3%	2%	3%	4%	5%
65-99	0%	1%	1%	0%	0%	0%	2%	2%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Sources: LFS, 2004; LFS, 2007

3.1.4 Ethnicity

There is limited data available that reliably examines the profile of the HR workforce by ethnicity. From the data that is available it is clear that the great majority of the workforce is white. It can be seen that between 2004 and 2007 there was an increase in the number of non-white practitioners in the workforce (BME increased by 5%), despite a fall in the number of Asian British practitioners. There was a particularly significant increase in London practitioners (both white and non-white). Unfortunately, it is hard to draw any robust conclusions due to data suppression (a technique applied within the Labour Force Survey to data fields with low values in order to prevent disclosure).

3.1.5 Full- and Part-time Working

Between 2004 and 2007 there was a significant increase in the number of HR professionals working on both a full time (13% increase) and part-time (20% increase) basis (Table 12).

This increase was not uniform over all regions of the UK and some such as the North East saw a fall in the number of full-time staff (-39%) whilst other regions witnessed a drop in the number of part-time professionals, such as Yorkshire and Humberside (-23%). In London there was a 115% increase in the number of HR professionals working on a part-time basis, largely driven by a big increase in the number of operational/administrative HR practitioners and not strategic/managerial HR professionals working part-time hours. Concurrent to this significant increase in the number of full-time and part-time HR professionals there was only a small (3%) rise in the number of full-time and part-time workers in employment in the UK.

Table 12: HR Professionals; by full-time or part-time status

Region/Nation	HR 2007		HR 2004		% change 04-07	
	% Full-time	% Part-time	% Full-time	% Part-time	Full-time	Part-time
North East	un	un	96%	4%	-32%	un
North West	96%	4%	91%	9%	28%	-47%
Yorkshire & the Humber	93%	7%	87%	13%	9%	-49%
East Midlands	91%	9%	90%	10%	11%	5%
West Midlands	un	un	92%	8%	29%	un
Eastern	88%	12%	93%	7%	0%	87%
London	92%	8%	93%	7%	23%	48%
South East	84%	16%	87%	13%	10%	41%
South West	85%	15%	90%	10%	30%	108%
England	90%	10%	91%	9%	15%	20%
Wales	89%	11%	86%	14%	20%	-15%
Scotland	93%	7%	un	un	-15%	un
Northern Ireland	un	un	un	un	-45%	un
UK	90%	10%	91%	9%	11%	17%

Sources: LFS, 2004; LFS, 2007 un = unknown (cannot be calculated as essential data is suppressed)

3.1.6 Qualifications Held by HR Professionals

As shown in Table 13, HR professionals are equally or more qualified than average at all QCF/SCQF levels. Almost one half (49%) of HR professionals are qualified to QCF Level 5 (SCQF Level 8) or above whilst less than a quarter of individuals in all occupations are qualified to this level.

Table 13: HR Professionals; qualifications held 2007

QCF/SCQF Level	SOC 1135 Strategic/Managerial	SOC 3562 Operational/Admin	All HR Professionals	All Occupations
Below level 2 / Below level 5	3%	2%	3%	4%
Level 2 / Level 5	14%	18%	16%	24%
Level 3 / Level 6	14%	21%	18%	20%
Level 4 / Level 7	7%	7%	7%	7%
Level 5+ / Level 8+	56%	47%	51%	25%
Other	3%	2%	3%	8%
No Quals	2%	2%	2%	10%
Don't Know	0%	1%	0%	1%
Grand Total	100%	100%	100%	100%

Source: LFS 2007

Unsurprisingly, qualification levels are higher amongst more senior HR professionals; 56% of strategic/managerial HR professionals are qualified to QCF Level 5 (SCQF Level 8) or above whilst 47% of operational/administrative HR practitioners are qualified to this level.

Only 3% of all HR practitioners are qualified below QCF level 2 (SCQF Level 5) and only 2% have no qualifications whatsoever. This is significantly different to the figures for all occupations where 4% of individuals are qualified below QCF level 2 (SCQF Level 5) and 10% have no qualifications whatsoever.

3.1.7 Training of HR Professionals

Between 2004 and 2007 the proportion of HR professionals that were found to have received training within the past 4 weeks fell from 21% to 18%.

Whilst this figure is still above the average for all other occupations (which fell in the same period from 15% to 14%) it does represent a decline in the prevalence of training within the occupation. The fall is slightly more pronounced in SOC 3562 (19% to 16%) compared to SOC 1135 which only fell from 22% to 20%.

3.1.8 Careers in HR

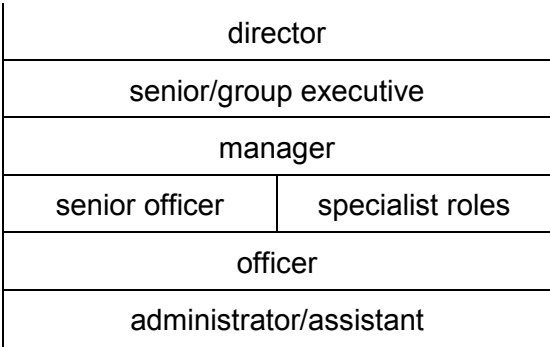
A survey carried out in 2005 by the Chartered Institute of Personnel and Development (CIPD, 2005) amongst over 800 HR professionals is illuminating about their career paths.

Only about a quarter of respondents started out their careers in HR. Most started out in junior office or administrative positions in a variety of sectors, such as the Civil Service, armed forces, retail, law and banking while others had been trainees or apprentices in a wide variety of crafts and professions. A few had qualified for another professional career, eg teaching or nursing, before moving into HR.

Of those who started their careers in HR, about half started in support or junior roles, while just over a quarter entered at a higher level, describing themselves variously as officers, executives, advisers, analysts or managers. 18% started out as HR or personnel trainees.

The CIPD survey indicates a ladder of progression in the HR profession.

Figure 1: Ladder of Career Progression for HR Professionals



Source: CIPD, 2005

Within this ladder there are specialist roles (in training and development, recruitment or compensation and benefits, for example), particularly at the senior officer level. However, rarely do individuals progress up the ladder in a single organisation (on average HR

professionals have worked for at least three different organisations) and they often spend a significant period of their careers in non-HR roles.

As seen in 3.1.6 above, HR professionals are highly qualified; even those working towards the bottom of the ladder are likely to have an honours degree or equivalent. However, there are few honours degrees on offer which specialise in HR. Entrants to the HR profession are likely, therefore, to have a general education to degree level (perhaps in a business discipline with an HR component) and take a specialist HR post-graduate qualification once they have some relevant experience and have confirmed that this is their chosen career. This initial more general education for HR professionals is a possible factor in the movement of HR professionals between disciplines; research by CIPD suggests an increasing number of 'zigzag moves to gain operational and business experience...outside HR' (CIPD, 2008a). This 'zigzagging' must be of benefit in an HR profession where organisational strategy is becoming more central (see CIPD's HR Profession Map in figure 3).

3.2 Non-HR Professionals

Human Resources functions need to be carried out in all organisations which have employees or volunteers working for them. Arguably, even a sole proprietor with no staff needs to address certain HR functions such as personal learning and development, rewards and benefits and pension provision.

However, the UK has only just over 300,000 HR professionals to serve nearly 2,650,000 organisations. The 230,000 organisations with 20+ employees are likely to have an HR professional, at least on a part-time or consultancy basis. However, in more than 2,400,000 organisations with fewer than 20 employees, HR functions must be carried out by the proprietor, a director/senior manager or by line managers.

The Management and Leadership Learning and Qualifications Strategy estimated that there were 4.5 million people with significant management responsibilities in the UK in 2002, a figure set to grow to nearly 5 million by 2020. A minority of these will have had some formal training and development in generalist people management knowledge and skills as part of some other qualification, such as a business-related honours degree, a post-graduate professional qualification from the Chartered Management Institute or the Institute of Leadership and Management, a S/NVQ in management and leadership, a post-graduate certificate or diploma in management or a Masters in Business Administration. Some will have attended non-accredited courses in specialist areas of HR.

The majority of line managers have no formal background in HR but are, nevertheless, expected to perform HR functions in line with current legislation and good practice.

3.3 Recruitment Professionals

Recruitment professionals within agencies can be broken down into 4 areas: administrative and management staff; consultants on both temporary and permanent business; consultants solely on temporary/contract business; consultants solely on permanent business. While overall numbers rose up until 2008, the only significant increase came with consultants solely on permanent business; the other areas remained relatively static or declined in number.

Table 14: Numbers of Recruitment Consultants

	2004/2005	2005/2006	2006/2007	2007/2008
Administrative/ Management Staff	32,775	29,420	31,945	33,233
Consultants on both temp and permanent business	18,257	20,594	19,531	18,900
Consultants solely on temp/contract business	26,450	25,007	19,833	22,050
Consultants solely on permanent business	21,706	22,653	29,977	34,650
Total	99,188	97,674	101,286	108,833

Source: Annual Industry Turnover and Key Volumes Survey 2007/8

3.3.1 Geographic Distribution

The focus of recruitment agencies is in London and the SE of England and largely mirrors the distribution of business units according to the Office of National Statistics (REC, 2006). While we have no precise figures for the size of each agency, it is interesting to note that, in 2004, out of the 14340 agencies in the UK, 8580 of them had 4 or fewer employees.

Table 15: Distribution of Recruitment Agencies and GB business units 2006

Region	Recruitment Agencies	Business Units
London	20%	16%
South East	18%	16%
East of England	10%	10%
North West	10%	10%
South West	9%	9%
West Midlands	9%	9%
Yorkshire and the Humber	7%	8%
East Midlands	6%	7%
Scotland	5%	8%
Wales	3%	4%
North East	2%	3%
Northern Ireland	1%	<1%

Source: Recruitment Industry 'Census' 2006

3.3.2 Gender Balance

The gender difference is less noticeable with Recruitment Consultants in comparison with HR Professionals, with 57% of practitioners being female and 43% male. (REC 2009).

3.3.3 Age Distribution

The age distribution of Recruitment Consultants is less evenly spread than with HR Professionals, with the clear majority of practitioners being aged between 21 and 39 years.

Table 16: Age Distribution of Recruitment Consultants 2009

Age	%
18-20	1%
21-29	42%
30-39	33%
40-49	17%
50-59	5%
60+	1%

Source: The Annual Salary & Benefits Survey 2009

3.3.4 Ethnicity

The large majority of Recruitment Consultants in the UK are white (91% The Annual Salary & Benefits Survey 2009).

3.3.5 Qualifications held by Recruitment Consultants

The majority of Recruitment practitioners are qualified to at least A-level standard (62%), while, of those going on to further qualifications, most completed first degrees (37%) or professional qualifications (31%).

Table 17: Recruitment Consultants; qualifications held 2009

Qualification	%
A-level	62%
HND	10%
Degree	37%
Postgraduate qualifications	10%
Professional qualifications	31%
Other	13%
None	12%

Source: REC 2009

3.3.6 Training of Recruitment Consultants

Nearly two-thirds (60%) of practitioners interviewed reported in 2009 that they had received some training in the previous 12 months with 36% reporting that they had received no training in the same period. This latter group shows an increase from 2008 where 30% reported they had received no training (REC 2009).

Table 18: Days training received by Recruitment Consultants in a 12 month period

Number of days training	%
0 days	36%
1-4 days	30%
5-8 days	18%
9+ days	12%
Don't know	4%

Source: The Annual Salary & Benefits Survey 2009

3.4 The Future of the HR Workforce

This division of workload between HR professionals performing the HR function in larger organisations and senior managers and line managers carrying out HR functions in smaller organisations shows no sign of changing significantly. The number of HR professionals working in the UK grew by 14% in the three years 2004-7 but there are indications (Monster, 2009) that this growth is slowing as the recession bites and that recruitment of HR professionals is in decline. However, this decline is linked directly to current economic conditions and it is likely that HR professionals will continue to represent over 1% of the total UK workforce for the foreseeable future.

3.4.1 The Changing Role of HR Professionals

The role of HR professionals is likely to change somewhat as a result of the key skills drivers – globalisation, technological change, customer demand, public policy and legislation, demographic change – reported in Section 2.4. It is likely that:

- HR professionals will spend less time on administrative functions, which will benefit from computerisation and self-service facilities, and more time on providing professional HR advice for the development of organisational strategy
- more and more administrative HR functions, particularly those which can be computerised, will be outsourced to specialist firms
- as the working population ages and shrinks due to demographic changes, a major challenge for HR professionals will be recruiting and retaining the talent their organisations need, including recruiting overseas
- HR professionals will be able to do more of their work remotely as technology and knowledge management systems allow global access to information and knowledge
- data protection and freedom of information issues will command more of HR professionals' attention
- the complexity and pace of change of legislation will continue to increase despite Government initiatives to cut red tape, increasing the amount of time HR professionals spend adapting policies and systems to new laws and explaining these changes to their customers

- HR professionals will need to support culture changes in their organisations, particularly adapting to an ageing workforce, greater diversity of migrant workers and new entrants to the labour market who have grown up in the digital age.

CIPD has recently published the HR Profession Map, developed following an extensive review of the global HR Profession and an in-depth investigation involving detailed interviews with HR Directors across all main economic sectors in the UK and scores of senior professionals and academics.

Figure 2: HR Profession Map (CIPD, 2009)
(reproduced with permission of CIPD)



A particular focus of CIPD's research was the impact of the HR function on the sustainability of business success. Jackie Orme, CIPD's Chief Executive, summarised the changing role of HR professionals in an interview for People Management (People Management, 15 January 2009, page16): "We're now charged with improving the performance of our organisations by building sustainable organisational capacity, not just delivering on the day-to-day people management part of our role – although that remains important". Therefore while the outer circle of the map in figure 3 contains areas more traditionally associated with HR, the centre of the circle contains the more strategic areas "strategy, insights and solutions" (ie understanding the business challenge) and "Leading and managing the function" (ie designing an HR function to meet the identified needs and priorities). The map represents the needs of the profession today and will evolve, over time to respond to further changes in the industry.

3.4.2 Increasing Priority of HR for non-HR Professionals

Non-HR professionals are likely to find HR issues assuming a higher priority amongst all their other responsibilities. This will be due to:

- the complexity and pace of change of legislation, which, while often less burdensome for small employers, takes up a disproportionate amount of their time
- different expectations of HR management, both from a more experienced workforce (older, more mature and with experience of different workplaces) and from new entrants to the labour market with a digital, global perspective

- reduction in the size of the local skilled workforce (once the worst of the recession is past) as a result of demographic changes and a consequent need to recruit from further afield, possibly overseas
- increasing pressure from customers (particularly public sector and larger firms) to ensure HR policies and practices are up-to-date and in line with good practice.

The HR Learning and Qualifications Strategy must address the current and future needs of both HR professionals and other managers who are required to perform HR functions as part of their role.

3.4.3 The Future of Recruitment Professionals

The statistics show that – at least before the recession – recruitment agencies were tending to focus more on permanent business and also to reduce their administrative and management staff. While the current financial climate will probably not affect the continued reduction in the numbers of administrators or managers, it has affected the role of permanent and temporary business. The turnover for temporary placements fell by 12.6% in 2008/9 from the previous year, while the turnover for permanent placements fell by 39%. There is, at least temporarily, likely to be an increased focus on temporary or contract business until the market stabilises and employer confidence returns.

The role of recruitment professionals is likely to change somewhat as a result of the key skills drivers – globalisation, technological change, customer demand, public policy and legislation, demographic change – reported in Section 2.4. It is likely that:

- as the working population ages and shrinks due to demographic changes, a major challenge for Recruitment Consultants will be recruiting the talent their clients' organisations need, including recruiting overseas
- Recruitment Consultants will be able to do more of their work remotely as technology and knowledge management systems allow global access to information and knowledge
- technology will play an even greater role in the recruitment process, with agencies and job seekers being even more interactive, and increased peer-to-peer and social networking having a bigger influence on recruitment
- the complexity and pace of change of legislation will continue to increase despite Government initiatives to cut red tape, increasing the amount of time Recruitment Consultants spend adapting their own and their clients' policies and systems to new laws
- Recruitment Consultants will need to support culture changes in their clients' organisations, particularly adapting to an ageing workforce, greater diversity of migrant workers and new entrants to the labour market who have grown up in the digital age.

4. Current HR and Recruitment Qualifications and Other Learning Provision

4.1 Supply of HR and Recruitment Qualifications and Other Learning Provision

Table 19 summarises the three main types of qualifications available covering the HR and recruitment domain in the UK: vocational, professional and academic. (Non-italic text shows qualifications covering HR while *italic text* shows qualifications covering recruitment).

Table 19: Example HR Qualifications by level and type

QCF/ SCQF Level	Vocational (NVQs and SVQs)	Professional	Academic
8/12			PhD in Human Resource Management
7/11	S/NVQ in Personnel Strategy	Postgraduate Diploma in Personnel and Development (CIPD)	MA/MBA/MPhil/MSc HR Management <i>MA Recruitment Practice</i> Postgraduate Diploma in Human Resource Management Postgraduate Diploma in Personnel and Development Postgraduate Certificate in Human Resource Management
6/10		Certificate in Business Awareness and Advanced Professional Study (CIPD) Advanced Diploma in HR Management (ABE)	BA/BSc (Hons) HR Management BA/BSc (Hons) Business and HR Management <i>BA (Hons) Recruitment Practice</i>
5/8	S/NVQ in Personnel Management	Diploma in HR Management (ABE)	Higher National Diploma in HR Management Higher National Diploma in Business & Personnel Foundation Degrees (not S)
4/7	Higher National Units in HR Management (S only)		Higher National Certificate in Business and Personnel
3/6	S/NVQ in Personnel Support	Certificate in Personnel Practice (CIPD) Certificate in Training Practice (CIPD) Certificate in Recruitment and Selection (CIPD) Certificate in Employment Relations, Law and Practice (CIPD) Certificate in HR Management (ABE) <i>Advance Certificate in</i>	

		<i>Recruitment Practice (REC) Certificate in Recruitment Practice (REC) – not currently on the QCF</i>	
2/5			National Certificate in HR Administration (S only)

(S only) = only offered in Scotland; (not S) = not offered in Scotland

4.1.1 Vocational Qualifications (NVQs and SVQs)

National Vocational Qualifications (NVQs – available in England, Wales and Northern Ireland) and Scottish Vocational Qualifications (SVQ) attest that the holder is able to apply relevant knowledge and skills to meet the standards of performance required by employers. They are competence-based qualifications and the candidate's competence – or ability to meet the standards – is assessed by a qualified assessor using a variety of different techniques. They are only available to candidates who are actually performing the functions; they are not suitable for candidates wishing to move into new roles.

There are three S/NVQs aimed at those working in dedicated HR roles at strategic, managerial and administrative levels. Take-up of these qualifications has been poor and the two awarding bodies involved (CIPD and ILM) intend to discontinue them.

Table 20: S/NVQs in HR

QCF/ SCQF Level	S/NVQ Level	Title	Awarding Bodies
7/11	5	Personnel Strategy	CIPD, ILM
5/8	4	Personnel Management	CIPD, ILM
3/6	3	Personnel Support	CIPD, ILM

ILM also offers three NVQs for those who are specifically involved in managing volunteers, based on the UK Workforce Hub's National Occupational Standards for the Management of Volunteers.

Table 21: NVQs in The Management of Volunteers

QCF Level	S/NVQ Level	Title	Awarding Body
7	5	The Management of Volunteers	ILM
5	4	The Management of Volunteers	ILM
3	3	The Management of Volunteers	ILM

For non-HR professionals, there are S/NVQs in Management, based on the MSC's Management and Leadership National Occupational Standards which contain standards covering HR functions as these are carried out by line managers.

Table 22: S/NVQs in Management

QCF/ SCQF Level	S/NVQ Level	Title	Awarding Body
7/11	5	Management	CIPD, CMI, Edexcel, ILM, LCCI, OCR, OUVS, SQA
5/8	4	Management	CIPD, CMI, Edexcel, EMTA, ILM, LCCI, OCR, OUVS, SQA
3/6	3	Management	CIPD, CMI, Edexcel, EMTA, ILM, LCCI, OCR, OUVS, SQA
2/5	2	Team Leading	CIPD, CMI, Edexcel, ILM, LCCI, OCR, OUVS, SQA

Many of the people management standards from the Management and Leadership suite have also been imported into S/NVQs for specific sectors, such as: building services, care, construction, facilities, leisure, logistics and police.

There are no vocational qualifications available for recruitment since the CIPD level 3 NVQ in Recruitment expired in June 2008.

4.1.2 Professional Qualifications

The Chartered Institute of Personnel and Development (CIPD) is the leading association for HR professionals in the UK with over 135,000 members. It offers a range of professional qualifications throughout the UK and overseas for both members and non-members. (Note: CIPD qualifications are currently under review.)

Table 23: CIPD Qualifications

QCF/ SCQF Level	Title	Awarding Body
7/11	Postgraduate Diploma in Personnel and Development	CIPD
6/10	Certificate in Business Awareness and Advanced Professional Study	CIPD
3/6	Certificate in Personnel Practice (CIPD)	CIPD
3/6	Certificate in Training Practice (CIPD)	CIPD
3/6	Certificate in Recruitment and Selection (CIPD)	CIPD
3/6	Certificate in Employment Relations, Law and Practice (CIPD)	CIPD

The level 3/6 certificates are suitable both for non-HR professionals and those who are new to the HR profession. The level 7/11 Postgraduate Diploma in Personnel and Development is aimed at HR professionals and is closely linked to CIPD's professional membership criteria.

The Association of Business Executives (ABE) is a professional membership body and examining board based in the UK but operating worldwide. It offers qualifications for business executives wishing to specialise in HR in addition to its generic business management qualifications.

Table 24: ABE Qualifications

QCF Level	Title	Awarding Body
6	Advanced Diploma in HR Management	ABE
5	Diploma in HR Management	ABE
3	Certificate in HR Management	ABE

Other professional qualifications, such as those offered by the Chartered Management Institute (CMI) and the Institute of Leadership and Management (ILM) also cover HR management, but from the perspective of the line manager, rather than the HR professional.

The Recruitment and Employment Confederation (REC) is the leading association for recruitment organisations in the UK and it offers professional qualifications for both members and non-members. While the REC Certificate in Recruitment Practice is not accredited on the QCF, the Diploma in Recruitment Practice has recently been added to the QCF under the new title Advanced Certificate in Recruitment Practice. REC also has four Awards available on the QCF and accomplishment of all four would earn the Advanced Certificate. REC has recently begun an extensive review of all of its qualifications.

Table 25: REC Qualifications

QCF Level	Title	Awarding Body
3	Advanced Certificate in Recruitment Practice	REC
3	Award in Understanding Recruitment Law and Ethics	REC
3	Award in Interviewing Skills	REC
3	Award in Recruitment Business Project	REC
3	Award in The Recruitment Process	REC
N/A	Certificate in Recruitment Practice	REC

Information on take-up of professional qualifications is not available as this is commercially confidential to the professional body concerned.

4.1.3 Academic Qualifications

Academic qualifications are offered through further education colleges, universities, business schools and higher education institutions throughout the UK, although there are some differences in the qualifications offered in the different countries.

The most significant differences are that first degrees in Scotland are of four years' duration (compared to three years in the rest of the UK) and that Scotland has a system of National Units and Higher National Units which can be combined into National Certificates and Higher National Certificates (HNCs) and Higher National Diplomas (HNDs).

Table 26: Academic Qualifications

QCF/ SCQF Level	Title	Availability (Nation)
8/12	Doctorate	E, S
7/11	Masters (MA, MBA, MPhil, MRes, MSc) Postgraduate Certificate or Diploma (PGCert, PGDip)	E, W, NI, S
6/10	Bachelors with Honours (BA, BSc, LLB)	E, W, NI, S
5/8	Higher National Diploma	E, W, NI, S
5	Foundation Degrees	E, W and NI
4/7	Higher National Certificate	E, W, NI, S
2/5	National Certificate	S

In Scotland, a **National Certificate in Human Resources: Administration** is available at level 5 in the SCQF.

Higher National Certificates (HNC) and **Higher National Diplomas (HND)**, available at QCF level 4/SCQF level 7 and QCF level 5/SCQF level 8 respectively, are work-related higher education qualifications, focusing on applying knowledge and skills in a particular job. There are 34 HR-related Higher National Units (the component parts of HNCs and HNDs) available in Scotland and 12 HNCs/HNDs relevant to HR in England, with a further one available from the University of Glamorgan in Wales. However, the majority of these HNCs/HNDs are in business subjects of which HR is a component.

Foundation degrees are designed in partnership with employers and integrate academic and work-based learning. They equip individuals with the knowledge, understanding and skills relevant to their employment; many students study whilst they are employed in order to improve their skills and job prospects.

Bachelors degrees focus on the academic study of a given subject (or subjects) leading to a qualification such as a Bachelor of Arts (BA), Bachelor of Science (BSc) or, less commonly, Bachelor of Laws (LLB). The qualification is designed to deliver a thorough understanding of a subject and assist in the development of analytical, intellectual and essay or dissertation writing skills. All Bachelors degrees with honours are QCF level 6 or SCQF level 10. There are over 100 HR-related **Bachelors Degrees** available at universities throughout England, Wales, Northern Ireland and Scotland. Most of these do not have either HR or personnel as a singular focus; a large proportion are business courses with an HR component (for example, the University of Northampton offers a BA (Hons) Management and a BA (Hons) Business, both of which have HR components). Others, such as those offered by the University of Hertfordshire and the University of Northampton, offer Human Resources as half of a combined Honours course.

Within academic institutions, the study of Human Resources is concentrated at the post-graduate level, where students are encouraged to specialise their studies following a more general first degree. There are over 100 **Masters degrees**, such as Master of Arts (MA), Master of Science (MSc), Master of Business Administration (MBA) available in HR

management or related subjects and well over 50 **Postgraduate Certificates and Postgraduate Diplomas** offered in HR Management or Personnel and Development. Many of these are delivered by CIPD approved centres and successful completion of the qualification can lead to CIPD membership. Masters and Postgraduate Certificates/Diplomas are awarded at QCF level 7/SCQF level 11.

Two universities offer postgraduate research-based **Doctor of Philosophy (PhD)** qualifications in Human Resource Management (De Montfort and Strathclyde) and one offers a PhD in HR Management and Organisational Behaviour (Manchester Metropolitan University). PhDs are at QCF level 8/SCQF level 12, the highest levels in these frameworks.

Table 27: Students on HR-related Courses at HEIs

Level	Number (year 2006-7)	Percentage
Postgraduate (eg PhD, Masters, PGCert, PGDip)	10,572	69%
First Degree (eg BA, BSc)	3,551	23%
Other Undergraduate (eg HNC, HND)	1,254	8%
Total	15,378	100%

Source: HESA 2006/7

Table 27 above confirms that academic study of Human Resources is concentrated at the postgraduate level, with over two-thirds of participants studying at this level. Nearly a quarter are studying HR-related first degrees (although many of these are business degrees with an HR component) and less than 10% are studying HNC/HNDs and other undergraduate programmes.

Academic qualifications for recruitment practice are relatively new, with the **BA (Hons) Degree in Recruitment Practice** and **MA Degree in Recruitment Practice** being offered exclusively at Middlesex University since 2004. Uptake is not high for these courses (7 individuals are currently studying for the BA and 2 are studying for the MA), ostensibly because recruitment is not an academic industry.

4.1.4 Non-accredited Learning

There is a wide variety of non-accredited training courses on offer aiming to provide non-HR professionals with the essential knowledge and skills they require to perform HR functions as a line manager. A range of programmes is shown in the table below.

Table 28: Examples of Non-accredited Learning in HR

Provider	Courses
CIPD	<ul style="list-style-type: none"> Advanced Workplace Counselling An Introduction to Employment Law An Introduction to HR Strategy Commercial Awareness for HR Consulting Skills Corporate Social Responsibility: an introduction for HR managers Counselling in the Workplace

	Effective HR Policies and Procedures HR as a Business Partner HR for Line Managers HR in Practice HR Planning Introduction to International HRM Managing Diversity – good practice and the law Mediation in the Workplace Navigating Change – gaining buy-in and taking charge One-to-one and Small Group Training Performance Review Skills Progressive Strategies for Talent Management Succession Planning Talent Management; an overview The HR Practitioner The HR Secretary/Administrator The Psychology of Talent Management The Work of the HR Department Workforce Planning Working with Competencies
Directory of Social Change	Managing Volunteers Personnel for Non-personnel Specialists
Learning Tree International	Advanced Employment Law Essentials of Employment Law HR for Non-HR Managers Introduction to HR Strategic HR
UK Open College	Employment Law HR Management Human Resources

Source: Internet

It is clear, simply by browsing the titles of these courses, that they are aimed at two distinct audiences:

- HR professionals, either to help them develop their specialist knowledge and skills (eg *Mediation in the Workplace* or *Advanced Workplace Counselling*) or as part of their continuing professional development (eg *Corporate Social Responsibility: an introduction for HR managers* or *Progressive Strategies for Talent Management*)
- non-HR professionals, to provide them with them with the basics of HR (eg *HR for Line Managers*, *Personnel for non-Personnel Specialists*, *An Introduction to Employment Law*)

There is a wide variety of non-accredited courses available to recruitment professionals from REC and other providers. A range of programmes is shown in the table below.

Table 29: Examples of non-accredited learning in recruitment

Provider	Courses
REC	Building a Technical Desk Building an Industrial Desk Developing a Care Business Competence-based interviewing Essential Law Essential Skills for Permanent Consultants Essential Skills for Temporary Consultants Headhunting Essentials Health & Safety for Recruitment Managers Introduction to Recruitment Practice Maximising Personal Performance Overcoming Candidate Shortages Starting a Recruitment Consultancy Running a Temporary Payroll Successful Interviewing The Perfect Branch Administrator Train the Trainer
CIPD	Recruitment Consultancy
Recruitment Matters	Social Media for Recruiters Two Day Introduction to Recruitment Headhunting Training

Source: Internet

Information on take-up of non-accredited learning is not available as this is commercially confidential to the provider concerned.

A number of websites have recognised the need for non-HR professionals to have access to up-to-date information on employment law and good practice in HR management and development. Examples of these are the Business Links (England), Business Gateway (Scotland) and nibusinessinfo.co.uk (Northern Ireland) websites which provide comprehensive information and interactive tools to help managers, particularly in small and medium-sized organisations, address HR issues and comply with relevant legislation (see www.businesslink.gov.uk/employingpeople, www.bgateway.com/employingpeople, www.nibusinessinfo.co.uk/employingpeople). The Flexible Support for Business (Wales) website provides more limited HR support for managers in SMEs (see www.business-support-wales.gov.uk).

Table 30: HR Topics Covered on the Business Links Website

<p>Recruitment and getting started</p> <ul style="list-style-type: none"> • Taking on staff - the options • Widen your choice of employees to improve competitiveness • Recruiting and interviewing • Getting new workers started • Employing people checklist • Check your legal responsibilities when recruiting new employees • Setting up an employment agency <p>Taking on a new employee</p> <ul style="list-style-type: none"> • Employing different types of worker • Recruiting directors • Employing part-time workers • Using contractors and subcontractors • Employing older workers • Employing young people • Employing family members and voluntary staff • Recruiting and employing disabled people • Ensuring your workers are eligible to work in the UK • Check the eligibility of your migrant workers <p>Paperwork</p> <ul style="list-style-type: none"> • Create a written statement of employment • Employment status • Make a job offer and pre-employment checks • The employment contract • Change an employee's terms of employment • Understanding fixed-term employment contracts • Continuous employment and employee rights • Set yourself up as an employer • Keep the right staff records • Comply with data protection legislation <p>Paying your staff</p> <ul style="list-style-type: none"> • Set the right pay rates • Pay - an overview of obligations • PAYE: the basics • National Insurance: the basics • Understand statutory sick pay • Outsource your payroll • Individuals, companies and IR35 • Avoid common PAYE mistakes • National minimum wage entitlement, rate and arrears checker • Expenses and benefits: the basics <p>Pension schemes</p> <ul style="list-style-type: none"> • Know your legal obligations on pensions • Running a pension scheme • Pension planning for the self-employed • Choose the right pension scheme 	<p>Setting the rules</p> <ul style="list-style-type: none"> • Set up employment policies for your business • Sending staff on international business trips • Smoking policies, drugs and alcohol abuse • Monitoring and security of staff <p>Working time and time off</p> <ul style="list-style-type: none"> • Manage absence and sickness • Allowing time off work • Hours, rest breaks and the working week • Know how much holiday to give your staff • Calculate your employees' holiday entitlement • Manage overtime • Sunday working and night working • Employees working from home • Choose the right type of flexible working <p>Equal opportunities and diversity</p> <ul style="list-style-type: none"> • Prevent discrimination and value diversity • Access and facilities for disabled people • Work and families • Pregnancy at work • Maternity leave and pay • Paternity leave and pay • Adoption leave and pay • Parental leave and time off for dependants • Managing expectant and new mothers at work • Managing paternity and adoption leave and pay • Flexible working - the law and best practice • Choose the right type of flexible working <p>Health, safety and working environment</p> <ul style="list-style-type: none"> • Importance of health and safety to your business • Your responsibilities for health and safety • Health & safety performance indicator • Meet minimum workplace standards • Record and report an accident or incident • Occupational health and welfare: an overview • How to deal with stress • Liability insurance <p>Employee representatives and trade unions</p> <ul style="list-style-type: none"> • Working with employee representatives • Work effectively with trade unions • Trade union membership rights • Recognising a trade union - the 	<p>issues</p> <ul style="list-style-type: none"> • Applications for trade union recognition <p>Organisational change</p> <ul style="list-style-type: none"> • Responsibilities to employees if you buy or sell a business • Check tax & legal issues when selling a business • Reorganisations, restructurings and other major changes <p>Skills and training</p> <ul style="list-style-type: none"> • Create a personal development plan • Evaluate your training • Fit the training to your needs • Improve the performance of your staff • Develop your management team • Set up in-house training • How to find a training provider/course • Learning through networking with others • Skills and training for directors and owners • Assess your leadership styles and strengths • Lead and motivate your staff • Using mentoring to boost employee performance <p>Motivation</p> <ul style="list-style-type: none"> • Implement staff incentive schemes • Use appraisals to manage performance • Set up employee share schemes • Meet the need for work-life balance • Control staff turnover • Inform and consult your employees <p>Dismissals, redundancies and other exits</p> <ul style="list-style-type: none"> • End employment correctly • Workers leaving: the basics • Issue the correct periods of notice • Dismissal • Making an employee redundant • Handling potential redundancies • Calculate the statutory redundancy pay due to your employee • When an employee resigns • When an employee retires • When an employee leaves through ill health • When an employee dies • Sort out tax matters when an employee leaves • Follow the correct disciplinary procedure <p>Disciplinary problems, disputes and grievances</p> <ul style="list-style-type: none"> • Handling disciplinaries • Handling grievances • Bullying and harassment • Handling employment tribunal claims • Industrial disputes
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4.2 Analysis of HR and Recruitment Qualifications and Other Learning Provision

The market for HR training and qualifications is relatively mature and current provision meets the majority of market needs, particularly those of HR professionals.

CIPD enjoys a dominant market position in the UK. Its Postgraduate Diploma in Personnel and Development (together with equivalent qualifications offered by CIPD approved centres) is viewed as the gold standard for senior HR professionals. CIPD's Certificate in Personnel Practice (CPP) is popular as an entry level qualification for junior HR staff. CIPD also offers specialist qualifications for HR professionals taking on specialist responsibilities (such as training and development, recruitment and selection or employee relations). CIPD qualifications serve middle-level HR managers less well; the big step between the CPP and the PGDip is considered to be inadequately covered by the CIPD's Certificate in Business Awareness and Advanced Professional Study (TBR, 2009).

S/NVQs in HR disciplines are not popular with HR professionals; only 7% of those responding to TBR's survey would select S/NVQs as a qualification for themselves or their staff.

Figure 3: Learning and Qualifications at Different Stages in HR Careers

HR-related Qualifications	Non-HR Professionals	HR Professionals	HR-related Qualifications <i>(HR professionals are expected to possess the learning covered by these qualifications)</i>
	Director	Director	Continuing Professional Development
Certificate in Personnel / Training Practice S/NVQs or professional qualifications in Management (with some HR content) Non-accredited learning Web-based information and interactive tools	Senior Manager	Senior Manager	PGDip in Personnel & Development S/NVQ in Personnel Strategy
	Middle Manager	Manager	S/NVQ in Personnel Management
	First-line Manager	Senior Officer Specialist	Specialist certificates (eg Certificate in Training Practice) Specialist Non-accredited Learning
	Supervisor/ Team Leader	Officer	Certificate in Personnel Practice S/NVQ in Personnel Support
	Assistant/ Administrator	Assistant/ Administrator	S/NVQ in Personnel Support
		FE/HE College/University	
	School		

The arrows in Figure 3 represent typical career moves indicated by CIPD's survey *Where is your career heading?* (CIPD, 2005). More recent research by CIPD suggests that entry to the HR profession via the administrative route is becoming less common (due to technology and/or line managers taking on many administrative activities) with graduate entry becoming more common (due to an increase in the number of people going to university and the desire to professionalise the HR workforce). A third entry route into HR is from other business areas

such as sales, marketing or finance. Employers value individuals from these areas because of the business knowledge they bring. Transfers from line manager to HR are also increasing because of line managers' greater involvement in HR activities. The CIPD report concludes that 'it is becoming less straightforward to develop a successful career in HR. In future people will have to make zigzag moves to gain operational and business experience, which may involve moving outside HR for a period' (CIPD, 2008a). CIPD has taken these factors into account in the redesign of its qualifications.

Non-HR professionals are less well-served with accredited qualifications. Managers with HR responsibilities may opt to take CIPD's CPP, but are more likely to select a professional qualification in management (or their professional discipline) with some HR content. Alternatively, they can attend one of the numerous non-accredited courses, or update themselves about HR policy, legislation and practice through a business website.

Recruitment professionals have access to many programmes of non-accredited training, but professional and academic qualifications are limited and academic qualifications especially are relatively new. Although academic qualifications are only offered from one university (Middlesex University), both the BA (Hons) and MA Degrees are distance learning courses so not geographically limiting.

4.2.1 Gaps in HR Learning and Qualifications Provision

Employers' and HR professionals' needs for HR learning and qualifications appear to be reasonably well met. In a survey conducted by TBR (TBR, 2009), only a quarter of 54 employers and just over half of 123 HR professionals perceived there to be any gaps in training and qualifications provision. The highest proportions of respondents identifying gaps were in Wales and Scotland.

The main gaps perceived by respondents were:

- lack of availability in their locality (especially problematic outside major cities in Wales and Scotland)
- lack of affordable provision (some respondents stating provision was too costly)
- limited range of qualifications at entry and intermediate levels for HR professionals
- insufficient business or commercial content within qualifications for HR professionals.

Both the employers and the HR professionals responding to TBR's survey highlighted the importance of HR professionals holding a CIPD qualification.

CIPD's own research (CIPD, 2008b), indicates a high level of satisfaction (95%) amongst those completing CIPD qualifications but also highlights a number of criticisms from employers, which complement and confirm TBR's findings:

- old-fashioned, using terms like 'personnel' and 'training', rather than 'HR' and 'learning and development'
- lack of intermediate level qualifications between the Certificate in Personnel Practice and the Postgraduate Diploma in Personnel and Development
- insufficient bespoke provision and flexible delivery options
- insufficient practical business focus
- limited competence-based component in assessment.

Significant gaps were identified by employers and managers in smaller organisations without a dedicated HR professional. The TBR report concludes: "The reality for HR practitioners in many organisations is that HR-related training is often not an option due to lack of time, [lack of] funding or HR not being seen as a priority. This is particularly the case in smaller organisations which may not have a full-time member of staff tasked with HR duties. Rather, HR responsibilities are carried out as part of an employee's job role not as a position in its own right. HR training needs often fall down the priority list as a result. Some respondents felt that the CIPD did not provide sufficient training aimed at HR practitioners working in SMEs, who have differing needs, and would benefit from shorter courses... It can also be difficult for training managers to evaluate the quality of different providers of HR-related training."

All these gaps or deficiencies are being addressed by CIPD in the review and redesign of its qualifications framework.

4.2.2 Redundancy in HR Learning and Qualifications Provision

The S/NVQ framework, with its qualifications in Personnel Strategy, Personnel Management and Personnel Support, would appear on the face of it to provide a viable structure to meet the needs of HR professionals as they climb up the career ladder. However, for whatever reason (the research does not provide respondents' reasons), S/NVQs are not valued by both either HR professionals or their employers (TBR, 2009). It would seem likely, therefore, that S/NVQs in Personnel will disappear when accreditation of the current qualifications expires on 31 December 2009.

4.2.3 Gaps in Recruitment Learning and Qualifications Provision

RECs professional qualifications are highly regarded and are being reviewed to ensure that they remain up to date and fit for purpose. Consideration will be given to decide whether they should be accredited on the QCF and/or SCQF.

4.3 Proposals to Address Gaps and Redundancy in Learning and Qualifications Provision

4.3.1 Addressing Gaps and Redundancy in Learning and Qualifications for HR Professionals

The key issues to be addressed here are:

- lack of interest in S/NVQs
- lack of a coherent structure of professional qualifications to meet the needs of HR professionals at all stages of their careers (particularly intermediate stages)
- changes in the role and priorities of HR professionals
- lack of availability in some areas of the UK (particularly Wales, Scotland and locations remote from cities)
- lack of affordable provision (there is limited public funding available to support professional learning and development at higher levels).

CIPD and ILM are the only organisations awarding S/NVQs in HR-related subjects. They have both decided to cease promoting the Personnel S/NVQs when the current accreditation

expires at the end of 2009. This is due to low interest in S/NVQs in HR-related subjects, although exact numbers are unavailable.

As a result of reviewing its HR Professional Map, CIPD has thoroughly reviewed its professional qualifications structure, to match more closely the career paths and changing role of HR professionals.

Table 31: New CIPD qualifications structure

Levels	Qualification Titles	Awards
<p style="text-align: center;">Advanced</p> <p>L7 – E/W/NI L11 – Scotland</p>	<p>Certificate in:</p> <ul style="list-style-type: none"> • Human Resources <p>Diploma in:</p> <ul style="list-style-type: none"> • Human Resource Management • Human Resource Development 	Intermediate and Advanced level Awards in Human Resources
<p style="text-align: center;">Intermediate</p> <p>L5 – E/W/NI L9 – Scotland</p>	<p>Certificate and Diploma in:</p> <ul style="list-style-type: none"> • Human Resource Management • Human Resource Development 	
<p style="text-align: center;">Foundation</p> <p>L3 – E/W/NI L6 – Scotland</p>	<p>Certificate and Diploma in:</p> <ul style="list-style-type: none"> • Human Resource Practice • Learning and Development Practice 	<p>Awards in:</p> <ul style="list-style-type: none"> • HR Essentials • Learning and Development Essentials

As can be seen from Table 31, CIPD’s new qualifications structure offers certificates and diplomas at Foundation, Intermediate and Advanced levels, reflecting career progression in the HR profession (ref. Figure 3, page 47) and addressing the identified gaps at entry and intermediate level. It also provides options to specialised, at different stages in a career, in learning and development or HR management and practice. Smaller awards are available at foundation level which are suitable both for those starting out on a career in HR or learning and development and for non-HR professionals who wish to deepen and gain accreditation for their knowledge in these areas. There will also be specialist awards at intermediate and advanced levels to support a modular CPD approach for HR professionals.

CIPD is developing its network of approved centres to ensure the availability of affordable provision of its revised qualifications throughout the UK with a variety of content options and modes of delivery.

4.3.2 Addressing Gaps and Redundancy in Learning and Qualifications for Non-HR Professionals

According to the TBR research (TBR, 2009), some employers and HR professionals consider that current HR-related learning and qualifications do not fully meet the needs of non-HR professionals.

The Management and Leadership Learning and Qualifications Strategy (MSC, 2007) identified the following key principles for provision for managers and leaders, including those with HR responsibilities. Learning and qualifications for non-HR professionals would need to respect the same principles, ie:

- deliver tangible benefits for managers, leaders and their organisations

- be based on National Occupational Standards as the common currency
- be available when learners require them in relatively small units which can be accumulated into meaningful qualifications
- be delivered in diverse formats which meet individuals' learning needs and styles
- be portable and support individuals' career progression
- be accessible and easily understood by employers, managers and leaders
- be credible and inspire confidence in employers, managers and leaders.

Providers of non-accredited training courses should provide, through appropriate modes of delivery, bite-sized chunks of learning, linked to the National Occupational Standards and related credit-based units (in the QCF) and National Units (in the SCQF), which can be accumulated into meaningful qualifications. CIPD, for example, is planning to offer its new HR Essentials and Learning and Development Awards (Level 3 in QCF, Level 6 in SCQF) to non-HR professionals, units of which can be accumulated into its foundation level certificates and diplomas.

The potential for web-based learning is still to be realised. The Business Links/Business Gateway/nibusinessinfo.co.uk sites' sections on *Employing People* meet a number of the criteria listed in the bullet points above: they deliver tangible benefits (they save a lot of time and assure compliance); they are available when managers need them in small chunks; they are fully accessible and easily understood; they are credible and inspire confidence. They do not, of course, lead to accredited qualifications, and web-based products do not match everybody's learning styles and preferences. However, they provide a comprehensive resource which addresses the HR learning needs of the majority of non-HR professionals. They deserve to be promoted more strongly to non-HR professionals, particularly those working in organisations without a dedicated HR professional.

4.3.3 Addressing Gaps and Redundancy in Learning and Qualifications for Recruitment Professionals

For recruitment professionals, the key issues to be addressed are:

- professional qualifications not linked to National Occupational Standards
- professional standards not accredited on the QCF.

The main problem here is that there are no suitable National Occupational Standards that can be used as a basis for recruitment qualifications. The National Occupational Standards for Recruitment Practice need updating to reflect the industry more accurately.

Thanks to its status as the only professional body dedicated to the recruitment industry, REC enjoys a dominant position as the awarding organisation for recruitment qualifications and has begun a process of thoroughly reviewing all of its qualifications for recruitment professionals during 2010.

5. Qualifications and Professional Membership

5.1 Chartered Institute of Personnel and Development

The Chartered Institute of Personnel and Development (CIPD) is the only professional association in the UK to specialise in human resource management and development. It has over 135,000 members in the UK and overseas.

There are currently seven different grades of CIPD membership, some of which are linked to qualifications. (Note: CIPD membership grades are currently under review.)

In some cases, individuals with considerable experience can achieve Chartered Member status through Professional Assessment of Competence (PAC) instead of taking a qualification.

Table 32: Grades of CIPD Membership and Qualifications

Membership Grade	Qualifications
Chartered Companion (CCIPD)	By invitation only in recognition of a significant contribution to the profession or to the CIPD.
Chartered Fellow (FCIPD)	Completion of an approved CIPD postgraduate qualification plus 10 years' practice in a personnel or development role.
Chartered Member (MCIPD)	Completion of an approved CIPD postgraduate qualification plus 3 years' practice in a personnel or development role.
Graduate Member	Completion of an approved CIPD postgraduate qualification
Licentiate Member	Part-completion of an approved CIPD postgraduate qualification, completion of MBA or S/NVQ Level 5 in Personnel Strategy
Associate Member	Completion of a CIPD certificate level qualification
Studying Affiliate Member	Studying for an approved CIPD qualification
Affiliate Member	None

Source: CIPD website

5.2 Association of Business Executives

Based in London, the Association of Business Executives is both a professional association and examining body, offering qualifications and membership to business executives around the world, including qualifications for HR professionals.

Human Resources is just one of its qualifications domains. The others are: Business Management; Business Information Systems; Financial Management; Marketing; Travel, Tourism and Hospitality Management.

Its qualifications are linked to its membership structure. They also provide specified exemptions from Bachelors degrees and other professional qualifications, such as ACCA, CII, CIMA and BCS, and fast-track routes to membership of CMI.

Table 33: Grades of ABE Membership and Qualifications

Membership Grade	Qualifications
Fellow (FABE)	Member aged 30 and above with a further four years' managerial experience
Member (MABE)	Completed Advanced Diploma plus two years' managerial experience Completed Diploma plus four years' managerial experience
Associate Member (AMABE)	Completed Diploma or Advanced Diploma.
Student Member	Studying for an ABE qualification

Source: ABE website

5.3 Recruitment and Employment Confederation and Institute of Recruitment Professionals

The Recruitment and Employment Confederation (REC) is a trade organisation with over 8000 recruitment agencies and businesses as corporate members. In June 2009 REC created the Institute of Recruitment Professionals (IRP), a professional body to which individual members of REC have been transferred. IRP currently has approximately 6,000 members. To put the membership numbers into context, 77% of respondents to the 2009 Annual Salary and Benefits survey who were members of a professional organisation were members of REC (this was before the transfer of individual membership to IRP).

There are 3 different levels of membership of IRP and their qualifications are linked to this structure.

Table 34: Grades of IRP Membership and Qualifications

Membership Grade	Qualifications
Affiliate (AIRP)	For those who have been working in recruitment for less than 10 years
Member (MIRP)	For those who have been working in recruitment for 10 years of more <i>and/or</i> hold a REC qualification Certificate, Diploma, Degree
Fellow (FIRP)	15 years experience in recruitment <i>or</i> 10 years experience in recruitment and the Certificate in Recruitment Practice <i>or</i> 7 years experience in recruitment and the Diploma in Recruitment Practice <i>or</i> 5 years experience in recruitment and the Degree in Recruitment Practice.

6. The Future of Human Resources and Recruitment Learning and Qualifications in the UK

6.1 The Vision for Human Resources and Recruitment Learning and Qualifications in the UK

This strategic document provides a vision for the future of learning and qualifications for all those who carry out HR functions within their organisations, both HR professionals and non-HR professionals, and for external recruitment professionals.

6.1.1 The Vision for HR Professionals

For HR Professionals – those whose prime responsibility is HR and who carry out HR functions across different parts of their organisation – there will be a single, coherent framework of qualifications available at different levels reflecting typical HR careers.

- Foundation Level (QCF3/SCQF6), covering the learning expected of HR professionals at Officer and Assistant/Administrator levels
- Intermediate Level (QCF5/SCQF9), covering the learning expected of HR professionals at Senior Officer and Manager levels
- Advanced Level (QCF7/SCQF11), covering the learning expected of HR professionals at Senior Manager and Director levels
- Accredited Continuing Professional Development, for all HR professionals, but particularly for Senior Managers/Directors to develop strategic HR knowledge and skills.

Qualifications will be modular, in line with the requirements of the QCF and SCQF, providing a range of different subject options reflecting different HR specialisms and allowing HR professionals to accumulate credits into full qualifications.

Access to learning and qualifications for HR professionals will be available UK-wide from a variety of local and national providers and through a range of different modes, including face-to-face and remote learning.

Promotion of S/NVQs in HR-related subjects will discontinue when accreditation of the current qualifications expires at the end of 2009.

A relevant, fit-for-purpose suite of National Occupational Standards for Human Resources will be available to be used for qualifications development in the future.

6.1.2 The Vision for Non-HR Professionals

Learning and qualifications in managing people will continue to be available to non-HR professionals – those for whom HR is only one of their responsibilities – through generic management and sector-specific training and qualifications, as proposed in the Management and Leadership Learning and Qualifications Strategy (MSC, 2007). Access to learning and qualifications in managing people will be available UK-wide from a variety of local and national providers and through a range of different modes, including face-to-face and remote learning.

The *Employing People* section of the Business Links/Business Gateway/nibusinessinfo.co.uk websites will be promoted more strongly to non-HR professionals as a comprehensive, reliable and up-to-date resource on HR policy, law and good practice.

6.1.3 The Vision for Recruitment Professionals

For recruitment professionals, there will be a revised suite of professional qualifications with the potential to be accredited on the QCF and SCQF. These qualifications will be modular, providing a range of different subject options and allowing recruitment professionals to accumulate credits into full qualifications.

A relevant, fit-for-purpose suite of National Occupational Standards for Recruitment Practice will be available to be used for qualifications development in the future.

The professional qualifications will be complemented by the BA (Hons) and MA in Recruitment Practice which will continue to be available throughout the UK on a distance-learning basis.

Non-accredited learning for recruitment professionals will continue to be available through a range of different modes, including face-to-face and remote learning.

6.2 Working with Partners to Achieve the Vision

This vision can only be achieved by the Management Standards Centre (MSC) working closely with key partners, particularly the relevant professional and industry bodies – CIPD, REC and IRP – which have been directly engaged in the development of this strategy and have committed to their roles in its implementation.

6.2.1 Chartered Institute of Personnel and Development and its Approved Centres

CIPD will continue its work in developing a single, coherent, modular framework of qualifications for HR professionals and working with its approved centres to help them adapt existing, and develop new, learning programmes to meet the new requirements.

Through its process of approving assessment centres, CIPD will ensure that access to learning and assessment is available UK-wide and through a variety of modes, including face-to-face and remote learning.

6.2.2 Recruitment and Employment Confederation

REC will continue its planned revision of qualifications for recruitment professionals in 2010. Through its process of approving assessment centres, REC will ensure that access to learning and assessment is available UK-wide and through a variety of modes, including face-to-face and remote learning.

6.2.3 Other Professional Bodies and Awarding Organisations

MSC will work with other professional bodies and awarding organisations wishing either to offer accreditation to HR professionals or to incorporate options in HR management as part of qualifications for non-HR professionals.

6.2.4 Providers of Non-accredited Learning in HR

MSC will work with providers of non-accredited learning in HR that are not CIPD approved centres to help them link their provision to National Occupational Standards, Credit-Based Units and National Units and offer modular accreditation through the QCF and SCQF.

6.2.5 Sector Bodies

MSC will work with Sector Skills Councils (SSCs) to carry out a review of the National Occupational Standards for Human Resources and a review of the National Occupational Standards for Recruitment.

MSC will work with Sector Skills Councils (SSCs) and other sector bodies to promote to employers in their sectors:

- the new qualifications framework for HR professionals
- modular accredited learning for non-HR professionals
- the newly revised National Occupational Standards for Human Resources
- the newly revised National Occupational Standards for Recruitment
- the revised qualifications for recruitment professionals
- the *Employing People* section of the Business Links/Business Gateway/
nibusinessinfo.co.uk websites.

6.2.6 Government Departments

MSC will work with government departments in the four nations to ensure the vision in this strategy is realised, in particular the Department for Business, Innovation and Skills (BIS) which is responsible for the Business Links website.

6.2.7 Local Business Support Services

MSC will work with Business Links (England), Flexible Support for Business (Wales), nibusinessinfo.co.uk (Northern Ireland), Business Gateway (Scotland) and other local business support services to develop and implement a plan to improve the HR function of businesses without a dedicated HR professional through the use of tools such as the *Employing People* section of their websites.

6.2.8 Funding Bodies

MSC will explore opportunities with funding bodies for funding learning and qualifications for HR professionals, non-HR professionals and recruitment professionals.

Some of the outcomes envisioned in this strategy will require funding for specific projects (eg NOS reviews), therefore MSC will work with funding agencies and ensure sufficient evidence and stakeholder support are in place for projects.

6.2.9 Qualification Regulators

MSC will work with the qualification regulators in the four nations during the development of qualifications for HR, non-HR and recruitment professionals.

6.3 Marketing

CIPD will be responsible for marketing its new qualifications framework for HR professionals via its network of approved centres, through its membership and through its publications, particularly *People Management*.

REC will be responsible for marketing its revised qualifications for recruitment professionals through its membership and through its publications.

MSC will work with SSCs and the Alliance of SSCs to develop a plan to promote learning and qualifications for HR professionals, non-HR professionals and recruitment professionals to employers in their sectors.

MSC will work with Business Links, Flexible Support for Business, nibusinessinfo.co.uk, and Business Gateway to develop a plan to promote the *Employing People* section of their websites across all sectors.

6.4 Monitoring and Evaluation

A nominated individual within MSC will be responsible for ensuring the action plan is implemented.

MSC will provide the secretariat for a Human Resources and Recruitment Strategy Board (HRRSB), meeting twice per year to monitor the implementation of the HRRL&QS and provide strategic advice. The Board will report back to the MSC-nominated individual.

The HRRSB will comprise representatives of:

- Alliance of Sector Skills Councils
- CIPD
- MSC
- REC

The aims of the board will be to ensure work progresses to the timescales set out in the Human Resources and Recruitment Learning & Qualification Strategy: 2010 Action Plan.

MSC will undertake a full evaluation of the strategy in 2012-13.

Acronyms

ABE	Association of Business Executives
ACCA	Association of Chartered Certified Accountants
AIRP	Associate of Institute of Recruitment Professionals
AMABE	Associate Member of Association of Business Executives
BA	Bachelor of Arts
BCS	British Computer Society
BIS	Department for Business, Innovation and Skills
BME	Black/Minority Ethnic
BSc	Bachelor of Science
CfA	Council for Administration
CII	Chartered Insurance Institute
CIMA	Chartered Institute of Management Accountants
CIPD	Chartered Institute of Personnel and Development
CCIPD	Chartered Companion – Chartered Institute of Personnel and Development
CMI	Chartered Management Institute
CPP	Certificate in Personnel Practice
DA	Devolved Administrations
DELNI	Department for Employment and Learning Northern Ireland
DETINI	Department of Enterprise, Trade and Investment
DfES	Department for Education and Skills
Echr	European Club for Human Resources
EU	European Union
FABE	Fellow of Association of Business Executives
FCIPD	Chartered Fellow – Chartered Institute of Personnel and Development
FE	Further Education
FIRP	Fellow of Institute of Recruitment Professionals
HASAW	Health and Safety at Work Act 1974
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales
HEI	Higher Education Institutions
HESA	Higher Education Statistics Agency
HNC	Higher National Certificates
HND	Higher National Diplomas
HR	Human Resources
HRRL&QS	Human Resources and Recruitment Learning and Qualifications Strategy
HRM	Human Resource Management

HRSB	Human Resources Strategy Board
HSW	Health and Safety at Work Act 1974
ILM	Institute of Leadership and Management
IMF	International Monetary Fund
IRP	Institute of Recruitment Professionals
IT	Information Technology
LFS	Labour Force Survey
LLB	Bachelor of Laws
LSC	Learning and Skills Council
MA	Master of Arts
MABE	Member of Association of Business Executives
MBA	Master of Business Administration
MCIPD	Chartered Member – Chartered Institute of Personnel and Development
MIRP	Member of Institute of Recruitment Professionals
MPhil	Master of Philosophy
MSC	Management Standards Centre
MSc	Master of Science
NI	Northern Ireland
NQF	National Qualifications Framework
OECD	Organisation for Economic Co-operation and Development
ONS	Office for National Statistics
PAC	Professional Assessment of Competence
PDS	Professional Development Scheme
PGCert	Postgraduate Certificate
PGDip	Postgraduate Diplomas
PhD	Doctor of Philosophy
QCF	Qualifications and Credit Framework in England, Wales and Northern Ireland
REC	Recruitment and Employment Confederation
SCQF	Scottish Credit and Qualifications Framework
SFC	Scottish Funding Council
SFEDI	Small Firms Enterprise Development Initiative
SHRM	Society of Human Resource Management
SME	Small Medium Enterprises
SOC	Standard Occupational Classification
SSA	Sector Skills Agreement
SSBs	Standards Setting Bodies
SSCs	Sector Skills Councils
S/NVQs	Scottish and National Vocational Qualifications

TBR	Trends Business Research
TMSC	The Management Standards Consultancy Ltd
UK Commission	UK Commission for Employment and Skills

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Methodological Note

This Human Resources and Recruitment Learning and Qualifications Strategy (HRRL&QS) was developed in two distinct phases:

Phase 1: Development of a Human Resources Learning and Qualifications Strategy (HRL&QS), from 20 July to 21 October 2009

Phase 2: Researching the Recruitment domain and integrating this into the combined Human Resources and Recruitment Learning and Qualifications Strategy, plus developing a HRRL&QS Action Plan, from 1 December 2009 to 31 March 2010.

Phase 1: Development of a Human Resources Learning and Qualifications Strategy

The original brief was for a short 2-month project to draft a HRL&QS, based on a gap analysis conducted by TBR for the UK Commission, consult on this draft with employers and other key stakeholders and produce a final draft with the consensus agreement of key stakeholders.

TBR's report *Skills Needs and Training Supply for Human Resources – a Gap Analysis* provides the labour market intelligence (LMI) relevant to HR Professionals on which the HRRL&QS is based. It also provides an analysis of an online survey of 244 HR Professionals and 72 telephone interviews (26 in England, 16 in Northern Ireland, 15 in Wales and 15 in Scotland) focusing on current HR learning and qualifications and future needs, together with the views of a further 14 stakeholders representing sector, employer, professional or academic organisations. This source furnished all the data about the HR labour force, much of the information about learning and qualifications provision (although this has been corroborated and updated with the providers themselves) and one of the significant insights into the perceived gaps in learning and qualifications provision for HR Professionals.

This main data source was supplemented by information provided by CIPD, particularly through three confidential reports – *CIPD HR Profession Map Market Research, Desk research on qualifications and purposive sampling of selected postgraduate centres and Draft Qualifications Strategy* – and the *HR Profession Map* published on the CIPD website. The *CIPD HR Profession Map Market Research* involved in-depth research with 32 organisations, representing a range of sectors and sizes of organisation, to understand the ways in which the HR Profession is changing and gain insights into how CIPD can best meet the future needs of the profession. The *Desk research on qualifications and purposive sampling of selected postgraduate centres* involved CIPD analysing all HR qualifications data from 2002/3 to 2007/8 and undertaking detailed research with 12 post-graduate centres of which 6 were CIPD approved. CIPD also shared confidentially with The Management Standards Consultancy Ltd (TMSC) the feedback from students and centres gathered during conferences in 2008/9 on their perceptions of the current learning and qualifications. This information is consistent with that reported by TBR and has been used selectively within the HRRL&QS with permission from CIPD.

It was agreed with the UK Commission that TMSC would undertake no further LMI or primary research, since the domain had been recently and extensively researched by both TBR and

CIPD, TMSC, therefore, concentrated on corroborating data and filling gaps through close working with key stakeholders, particularly CIPD, ILM and ABE. The accuracy of the information presented, and its interpretation, was checked with these three professional bodies and with TBR before the HRL&QS was issued for wider consultation.

During September 2009, the HRL&QS was made available for consultation with senior HR professionals and other stakeholders via the MSC and TMSC websites and through CMI members database. A questionnaire asked the extent to which respondents agreed with aspects of the HRL&QS, and found a high level of consensus amongst 48 respondents, as follows:

- Changes are required to HR learning and qualifications provision to resolve current deficiencies in the market and to address the future challenges both HR professionals and non-HR professionals will face. (86% fully agree)
- There should be a single, coherent framework of qualifications available for HR professionals at different levels (foundation, intermediate, advanced and accredited continuing professional development) reflecting typical HR careers. (83% fully agree)
- Qualifications for HR professionals should be modular, in line with the requirements of the QCF and SCQF, providing a range of different subject options which reflect different HR specialisms and allowing HR professionals to accumulate credits into full qualifications. (81% fully agree)
- Learning and qualifications in managing people should continue to be available to non-HR professionals through generic management and sector-specific training and qualifications. (92% fully agree)
- Learning and qualifications in specific HR-functions should be available to non-HR professionals on a modular basis allowing them to accumulate credits to qualifications on the QCF and SCQF. (86% fully agree)
- Provision of S/NVQs in HR-related subjects should discontinue when accreditation of the current qualifications expires at the end of 2009. (85% felt this would have no impact on their organisation)
- The Employing People sections of relevant websites should be promoted more strongly to non-HR professionals. (75% fully agree)

Changes were made to the HRL&QS to take account of respondents' detailed comments and these were agreed with CIPD, ILM and ABE before the revised draft was sent to the UK Commission for approval on 31 October 2009.

Phase 2: Researching the Recruitment domain and integrating this into the combined Human Resources and Recruitment Learning and Qualifications Strategy, plus developing a HRRL&QS Action Plan

One of the respondents to the Phase 1 consultation, the Recruitment and Employment Confederation (REC), asked for the scope of the strategy to be broadened to include Recruitment Consultants. This was agreed by the UK Commission and the contract was extended until 31 March 2010 to include the integration of Recruitment Consultants into a combined Human Resources and Recruitment Learning and Qualifications Strategy (HRRL&QS) and, additionally, the development of an Action Plan.

REC was the main provider of information about the Recruitment Industry, through their reports – *Annual Industry Turnover and Key Volumes Survey 2007/8*, *Key Recruitment Trends 2007*, *Recruitment Industry Census* and *The Annual Salary and Benefits Survey 2009* – and information about learning, qualifications and membership. This information was integrated into the original strategy and the actions to address gaps in provision were agreed with REC.

The revised draft HRRL&QS was circulated to REC board members in the four nations for consultation, together with a brief questionnaire. All 5 respondents agreed fully with the following assertions:

- Changes are required to recruitment learning and qualifications provision to resolve current deficiencies in the market and to address the future challenges recruitment professionals will face.
- There should be a revised suite of professional qualifications, based on up-to-date NOS and accredited on the QCF and SCQF.
- Qualifications should be modular, allowing recruitment professionals to accumulate credits into full qualifications.
- Professional qualifications should be complemented by academic qualifications (BA and MA in Recruitment Practice) available throughout the UK on a distance-learning basis.
- Non-accredited learning for recruitment professionals should continue to be available through a range of different modes, including face-to-face and remote learning.

The HRRL&QS Action Plan was then drafted and detailed discussions held with the key professional and employer bodies which will be responsible for developing and implementing new qualifications structures: CIPD and REC/IRP. These organisations have committed to their responsibilities within the HRRL&QS.

From 1 April 2010, MSC will cease to be the Standards Setting Body with responsibility for Human Resources and Recruitment. The UK Commission will be appointing a new Pan-Sector Standards Setting Organisation to cover these areas, amongst others. It is for this new Pan-Sector Standards Setting Organisation to determine exactly how it will continue to engage with employers and other key stakeholders and how it will monitor and evaluate progress against the Action Plan.