

Educational Program NHRD expatriates in U.K.

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EHRD 607: International Human Resource and Development

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October 4, 2014

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Introduction

Welcome to international Human Resource Development Educational session on national HRD in the UK. The purpose of this session is to familiarize participants with the HRD context in the UK. The ultimate audience of this educational endeavor is the HRD professionals who are going to work in the UK as expatriates on an international assignment. We hope that the information provided will help the expatriates to be successful in their experience in the UK.

In this educational package the material needed for helping HRD professionals to prepare for working in the UK are presented. We will first provide a general overview of the national context of the UK. We try to cover the basic information participants need to know in the first section. We will then present the workforce characteristics in the UK. We believe it is essential for expatriate to have an overall understanding of the trends of employment status and workforce issues in the host country. We will then discuss the main issue regarding national human resource development in the UK. We will then present a group of selected NHRD practices, implemented by the UK government. We have selected initiatives that address the main HRD issues identified in our presentation.

This session will take about one hour. We will start with a short group activity, followed by the general introduction to the UK. We will then watch a video about the national human resource trends in the UK. We will present eight governmental initiatives to address national HRD issues. We will end our session with a group activity, designed to prepare participants for greeting, dining, and understanding business etiquettes in the UK.

The session uses a website as a tool to present the information to the participants. Our goal is to make the resources available to the participants so that they can have access to it whenever possible. The website is designed to include the information presented and also extra resources for participants to further pursue (www.ihrdwang.weebly.com). Participants also are able to contact us through the website for additional inquires or further questions.

Agenda

The table below presents the agenda for this session. This session takes about one hour. We will start with an activity. We will then present the content of the session in half an hour and then conclude the session with a group activity.

AGENDA
Icebreaking
Introduction to the session
National context
Characteristics of workforce
Challenges
Introduction to the next section
National HRD Practices <ul style="list-style-type: none"> • Investors in People • Modern Apprenticeship • Open University • National Open College Network • City & Guilds • UK Qualification & Curriculum Authority • Skills Funding Agency • Federation of small Businesses or Community Learning
Group Activity

Activity – Icebreaker

The Simpsons Adventure in the UK – Language Challenge

Scene Setting

1. The Simpsons is an American animation, which depicts a middle class American lifestyle. The family members are Homer, Marge, Bart, Lisa, and Maggie (“The Simpsons”, 2014).
2. A special episode of the Simpsons: The story is Mr. Simpson finally gets his salary increased, and he decides to take his family to the United Kingdom for a family trip.
3. The Mission of the audience: helping the Simpsons understand the differences between American and British English.

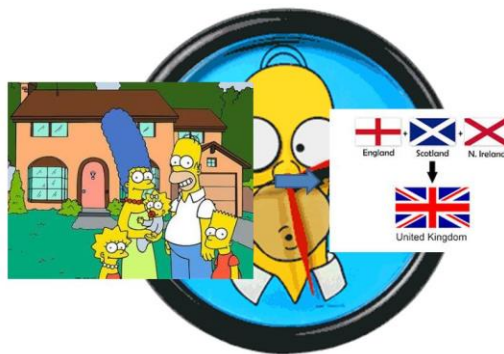
Purpose

This activity is designed to help learners get to know each other, make the learners more comfortable in group work, and attract their attentions. On top of that, the activity helps the learners to understand the language differences between American and British, and makes them value the importance of communication. At last, the activity boosts learners’ energy and motivation to the learning subject-NHRD in the UK.

Materials

PowerPoint, 3 papers, 3 markers.

The Simpsons Adventure



Language Challenge

- | | | |
|--------------------------|-------------------------------------|--------------------------------------|
| 1. Chips
French Fries | 6. Fancy Dress
Costume Party | 11. Football
Soccer |
| 2. Bangers
Sausage | 7. WC, Loo
Restroom | 12. Are You Alright?
How Are You? |
| 3. Pudding
Dessert | 8. Lift
Elevator | 13. Petrol
Gas |
| 4. Trousers
Pants | 9. Ground Floor
First Floor | 14. Cheers
Thanks |
| 5. Pants
Underwear | 10. 2/9/2014
September 2nd, 2014 | |

Please try to guess the American translations of each words.

Thanks!



Instructions

1. Introducing the Simpsons animation.
2. Giving learners the story of the Simpsons' family trip in the UK, and what cultural differences they will encounter during the trip.
3. Indicating the importance of communication in order to elicit the language challenge activity.
4. Dividing learners into 3 groups; giving each group a piece of paper and a marker.
5. Providing 15 common British terms on PowerPoint (see Appendix A for complete proofs).
6. Asking learners to guess the American translations of each word, and write their answer down on the poster (2 minutes).
7. Revealing the correct American translations, and asking students to counting points (one point per correct answer).
8. Rewarding the champion.

National Context of the United Kingdom

The official name of UK is the United Kingdom of Great Britain and Northern Ireland. UK is comprised of four countries: England, Scotland, Wales, and Northern Ireland. UK has an excellent talent in services, consulting, software, and publishing and has a high position in these industries around the world. The United Kingdom joined the European Economic Community (EEC) in 1973, and it became an important member of European Union (EU). The country has a huge influence worldwide. In particular, the great power of its economy, government, culture has been recognized within nations. It has been a perpetual member of the United Nations Security Council. It also takes part in the G7, the North Atlantic Treaty Organization (NATO), the Organization for Economic Co-operation and Development (OECD), and the World Trade Organization (WTO). In order to get close to UK, it is essential to understand some political (government's), economic, and cultural characteristics of the nation.

Political.

The United Kingdom is a constitutional monarchy and parliamentary democracy. The monarch is chief of state and the prime minister is head of government. The Cabinet of Ministers is appointed by the prime minister and is responsible to Parliament. The primary parties are the Labour Party, the Conservative Party, and the Liberal Democrats. Although Queen Elizabeth II is the monarch and the head of the UK, the prime minister is the leader of the majority party in Parliament with the main power. Nowadays, David Cameron MP is taking a role as the prime minister, and he supervises the operation of the Civil Service and government agencies. There are 24 ministerial departments, 22 non-ministerial departments, more than 300 agencies, and other public bodies are putting government policy into practice. The Civil Service helps the government to implement its policies effectively as well. In May 2010, the UK government formed a coalition to boost British's competitiveness. The main keywords of its program are freedom, fairness, and responsibility. The coalition consistently consider the long-term interest of the country and progress their policies. For examples, reforming public sector pensions, regulating the banks, reducing the deficit, dealing with the challenges of an ageing population.

Economical.

The biggest reason that the coalition decided to be combined is to restore stability in the UK's economy. The UK is the sixth-largest economy in the world and the third-largest in Europe. The capital city-London-is one of the three "command centers" of the global economy (Saskia, 2001). London is the world's largest financial center, and it has the largest city GDP in Europe (Global city GDP rankings 2008–2025, 2011). The UK has been always regarded as a powerful leader in world's economy. Even UK's economy freedom, it has been consistently rated one of the world's 20 freest (Index of economic freedom, 2014). However, since 2008, the UK economy officially fell into the doldrums. Unemployment increased from 5.2% in May 2008 to 7.6% in May 2009 and by January

2012 the unemployment rate among 18 to 24-year-olds had risen from 11.9% to 22.5% (MercoPress, 2012). Furthermore, with government debt over 90 percent of the size of the economy, underlying economic fundamentals generally remain weak.

Cultural

Lastly, a cultural context is also a vital component in enlarging the understanding of the UK. Since the late 20th century, the term “Britishness” has been used for the purpose of distinguishing British people and their culture, such as behaviors, habits. However, it is difficult to define “Britishness” since it has become diverse as large immigrant populations included. The change in diversity had an impact on the religion life of the UK. Immigration and demographic change brought a multi-faith, or post-Christian society (Brown, Callum G., 2006). In addition, about the culture in British people, they put a big emphasis on privacy. Privacy is extremely important in the UK society. Although people in the United Kingdom may appear to be as unfriendly at first, they would reveal a deep and a long-lasting nature to others as time goes. Likewise, the UK’s class system is still very much alive in a more subconscious way. British people are no longer determine individual’s class by one’s wealth or the place one lives, but class can be shown through complex variables such as accent, manners and comportment. Thus, being a person with etiquette is one of the key points that one should remember in order to survive in the UK society.

National Human Resource Characteristics

CIPD (Chartered Institute for Personnel and Development) <http://www.cipd.co.uk/>

The CIPD is the professional body for HR and people development. They have over 130,000 members internationally - working in HR, learning and development, people management and consulting across private businesses and organizations in the public and voluntary sectors. It is similar to AHRD in USA.

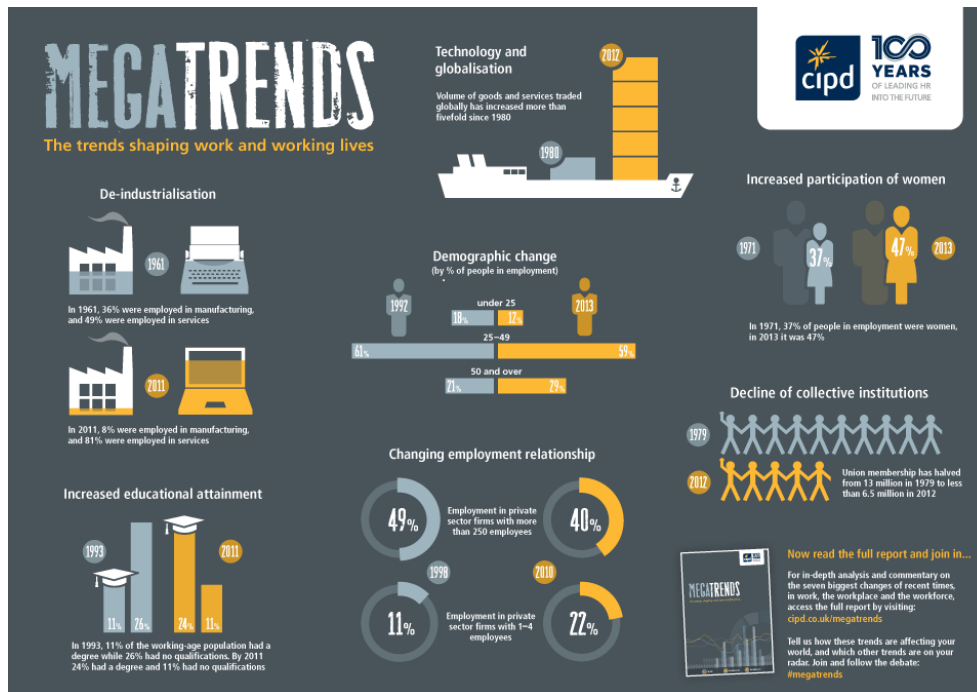
Purpose

Championing better work and working lives - The very nature of work is changing. The unprecedented scale and pace of change in the economy and world of work presents an urgent and critical need to ensure the ways we work, our workforces and workplace cultures are fit for today and drive performance and growth for the future.

Megatrends report

Discover the biggest changes of recent times in work, the workforce and the workplace, and explore the trends that will shape the future.

VIDEO: <http://www.cipd.co.uk/cipd-hr-profession/whats-new/megatrends.aspx>



The CIPD is committed to championing better work and working lives, for the benefit of individuals, businesses, economies and society. The unprecedented scale and pace of change in the economy and world of work presents an urgent and critical need to ensure the ways UK works, its workforce and workplace cultures are fit for today and drive performance and growth for the future.

The purpose of this report is to highlight some of the key trends that have been shaping UK economies and the world of work in order to prompt a debate among practitioners, academics and policy-makers on the implications of change and what the HR profession can do to adapt to change and help shape the future.

In this report CIPD group their analysis of the trends under three broad themes: the changing nature of work; the diverse and changing nature of the workforce; and the changing nature of organizations and the workplace context and environment. These themes will guide UK future research, strategic conversations and policy development.

To download the complete report, visit <http://ihrdwang.weebly.com/characteristics.html>

For additional information, visit its HR resource webpage <http://www.cipd.co.uk/hr-topics/default.aspx> to find list of resources by topic like:

- ✓ Employment Law
- ✓ Learning and Development
- ✓ Corporate Strategy
- ✓ HR Function
- ✓ Diversity and Equality
- ✓ Performance Management
- ✓ Recruitment
- ✓ Reward Management
- ✓ Talent Management
- ✓ Employee Relations
- ✓ Health, Safety and Well-being
- ✓ Management and Business Skills

To subscribe to the People Management Daily e-newsletter! (An email newsletter containing the latest HR news, delivered to your inbox every weekday morning. Once a week the People Management Daily is incorporated in the weekly CIPD update. Subscriptions to the People Management Daily are free) visit this webpage: <http://cipdemail.com/go.asp?/.peoplemanagement.pmdaily.signup/bCIP002>

Or if you prefer, you can subscribe to the CIPD weekly e-newsletter to keep up to date with news, UK latest research and practical advice, employment law changes, what everyone's talking about in UK professional communities, and selected new books, training opportunities and events by visiting this webpage: https://www.cipd.co.uk/news/cipdupdate/_subscribe.htm

Affiliate membership

Open to all, Affiliate membership is a non-professional level of membership. It's a great way to learn about the CIPD and access all our exclusive member benefits to support your personal and professional development. To learn more, visit the following webpage: <http://www.cipd.co.uk/membership/joining/affiliate-membership.aspx>

Challenges in NHRD

Human capital theory suggests that expenditure on training and education should be considered as an investment undertaken with a view to securing competitive advantage (Becker, 1964). Based on the influence of the human capital theory, the Organization for Economic Co-operation and Development (OECD) and the EU underpinned lifelong learning as a key investment in the development of human capital (Ahlgren & Engel, 2011). In order to bring the growth of human capital, the United Kingdom has the highest proportion of adult engagement in formal and non-formal education. It is regarded as a training-intensive nation. Despite of this reputation, the UK also has problems with training employees effectively.

Surprisingly, the equal distribution of formal training is hard to be achieved among UK employees. According to the Euro stat in 2009, a large majority of adult training in the UK is sponsored by employers, however, employers tend to refuse to provide formal portable qualifications for their trainees. They rather choose short-term, non-formal, bespoke courses (Eurostat, 2009). A UK preference for the short term gains in productivity from work intensification practices (Thompson, 2003, 2011) may have been furthered by HRD professionals spending time to save their own jobs, to the point that they may have failed to do their (HRD) job (MacKenzie et al., 2012). Moreover, high performers who have the highest qualifications are more likely to have enhanced job-related skills and experiences, whereas individuals with low or no qualifications cannot (cf. Winterbotham and Carter, 2007).

It is also apparent that the size of the company affects the training opportunities provided to staff. The result of the examination by the Federation of Small Businesses shows that training was the main problem for small businesses. Only 19% were pleased with their training, and 44% of small businesses had no training. Time constraints (26%) and cost (18%) were the major factors prohibiting the uptake of training (Lee, 2004). The deep and prolonged UK economic depression caused organizations to face budgetary constraints.

Additionally, unengaged employees can be one of the components of HRD challenges in the United Kingdom. Threats of increased globalized competition resulted in a long hours working culture, therefore, trainers are hardly motivated to concentrate on effective trainings. HRD challenges among unengaged employees might hard to be got over unless increases of work intensification, stress levels, and anxiety diminished.

Practices in NHRD

Skills Funding Agency

Mission

“We fund skills training for further education (FE) in England. We support over 1,000 colleges, private training organizations, and employers with more than £4 billion of funding each year.” (Gov.UK, 2014).



Responsibilities

We are responsible for giving colleges, training organizations and employers the right funding to help adults, young people, the unemployed and people with low skill levels to get the skills they need for employment. This includes:

- supporting traineeships for young people not in education, employment and training (NEET)
- funding and coordinating apprenticeships throughout England
- running the National Careers Service which gives impartial, professional advice on careers, skills and training
- overseeing and managing 24+ Advanced Learning Loans
- being a co-financing organization for the European Social Fund (ESF) in England, which is investing in jobs and skills
- helping offenders get into education or training using the Offenders' Learning and Skills Service (Gov.UK, 2014).
- maintain Individualized Learner Record (ILR) data
- publish data and datasets to support planning and performance reporting in FE
- support the Learning Records Service, who maintain Unique Learner Numbers (ULNs) and Personal Learning Records (PLRs) (Gov.UK, 2014).

Example of funded program: Open Educational Resources NLN

National Learning Network (NLN) materials represent one of the most substantial and wide-ranging collections of e-learning materials in the UK. The NLN Materials are small, flexible 'bite-sized' episodes of learning. They are not whole courses but are designed to support a wide range of subject and topic areas. The materials adopt a range of approaches involving some knowledge acquisition, a chance to practice and absorb, and some form of assessment to check that the learning has been understood and the learning outcome(s) achieved. The materials give learners things to do and a chance to think for themselves. They are designed to be fun. Learners can make mistakes but can try again. There is plenty of in-built help if they get stuck and opportunities to go back and revise. Many of the materials include games or quizzes. Accessibility options are available on many of the materials to suit learners' individual needs. The materials are also designed to appeal to the different learning styles of your students” (Open Educational Resources, 2007).

UK NARIC

Who We Are

UK NARIC is the UK's National Agency responsible for providing information and opinion on academic, vocational and professional qualifications from across the world. As the National Agency, managed on behalf of the UK Government, UK NARIC provide the only official source of information on international education and training systems and qualifications and skills attained outside the UK.



The Crown Copyright publication maintained by UK NARIC now includes comprehensive information on 185 countries worldwide, and 17 other territories / regions. The databank of qualifications has reached a total of 3,874; professional qualifications and titles have also increased to more than 610. Assessment of English language as a mode of instruction now covers 58 countries. This bank and wealth of data helps over 9,000 members of the public and 808 stakeholder organizations each month (UK NARIC, 2014)

Mission Statement

UK NARIC, an independent, not-for-profit agency, provides a high quality, comprehensive information service on global qualifications and skills world-wide in order to meet the needs of a wide range of clients.

Our mission is to be the preferred source of expert advice on the comparability of qualifications and skills internationally, building on our established knowledge and experience of education systems across the world and our comprehensive and sophisticated data (UK NARIC, 2014).

What we do

UK NARIC is the UK's National Recognition Information Centre and provides services for individuals and organizations advising on comparisons of international qualifications against UK qualification framework levels.

The organization offers products and services in 3 main areas:

- Services for individuals: UK NARIC provides comparison statements for people with international qualifications planning to work or study in the UK. The statements can be used by individuals to help them through the UK's immigration system, applying for a UK job or to enroll on an education course
- Services for organizations: we help academic institutions, businesses, recruitment and employment services and government departments from across the world by providing expert advice and datasets about international education systems and qualifications.
- Consultancy: UK NARIC provides comprehensive and high quality consultancy services in the field of international education, offering practical solutions to a wide range of clients through bespoke research, analysis, capacity building and product development (UK NARIC, 2014).

The Open University

The Open University was established on 1969. It is governed by three governmental parties: the Council, the Senate and the General Assembly of UK.

Introduction

The mission of Open University is to promote educational opportunity and social justice by providing high-quality university education to all who wish to realize their ambitions and fulfill their potential (“Mission”, 2014). Through academic research, pedagogic innovation and collaborative partnership the Open University seeks to be a world leader in the design, content and delivery of supported open learning.

The Open University also has more disabled students and low-skilled workers than any other university in Europe. The flexible nature of the university’s study and its experience in harnessing enabling technologies to support learning means almost 12,500 people with a wide range of disabilities and low-skilled workers choose to study with us each year (“Mission”, 2014).

Platforms

The Open University provides four platforms to help students access to learning materials. The four platforms are:

- *Open Learning*: Free course materials and other educational resources, delivered through the Open University website. Visitors don’t need to register as students (“Let our courses inspire you”, 2014).
- *YouTube*: Over 800 videos including clips about students’ life changes after their graduations, current research and extracts of the university’s teaching materials.
- *iTunes U*: A huge range of podcasts to listen to on the move. In April 2012, the Open University became the first university in Europe to reach more than 1 million subscriptions (“Mission”, 2014).
- *Online Research*: One of the largest university research collections in the UK, with more than 15,000 research publications available online.

Supported Open Learning

The Open University teaches through its own unique method of distance learning, called ‘supported open learning’, which is (“Teaching & learning”, 2014):

- ❖ *Flexible*: Students work where and when they choose to fit in with jobs, families and other commitments.
- ❖ *All-inclusive*: students get all the high quality materials they need to study.
- ❖ *Supportive*: personal tutors provide academic expertise, guidance and feedback and run group tutorials; and specialist advisers are on hand to help with other aspects of Open University study.
- ❖ *Social*: students get together at tutorials, day schools and informal study groups; and through online conferencing, study networks and course forums.

National Open College Network (NOCN)

National Open College Network (renamed NOCN from October 2013) is a leading credit-based awarding organization that has been creating opportunities for students and learners for over 25 years. NOCN are trusted and recognized by learners, educational organizations and employers (“About us”, 2014).

Introduction

NOCN was set up in 1987 as the national body for the various regionally based open college federations and access organizations. In 2000 NOCN became the recognized awarding organization for all regulated Open College Networks (OCNs) in the UK. With the support of The National Institute of Adult Continuing Education (NIACE), NOCN developed the regionally based small number of Open College Federations and access organizations into a single Open College Network with a new and consistent structure to the qualifications. In 1987 there were seven organizations or initiatives; four of which were in London. By the year 2000 there were 31 organizations and in 2005 these merged into 11 larger organizations. The history of this development was summarized in the 2007 joint NOCN and NIACE publication “Celebrating Achievement – 25 Years of Open College Networks” (“About us”, 2014).

Qualifications

Designed with people in mind, NOCN qualifications offer a step-by-step, unit-by-unit route into learning and skills that help to increase learners’ confidence and employability and make sure that the qualifications fit with today’s industry needs and regional industry needs (“What we do”, 2014).

NOCN was the first to create and establish the credit based learning system in the UK. It has over 2,500 centers across the UK offering NOCN qualifications and nearly 400 qualifications on both the National Qualification Framework (NQF) and the Qualifications and Credit Framework (QCF).

These qualifications are made up of more than 1,000 units from a wide range of areas including modern languages, construction, health and social care, hospitality and catering, warehousing, retail, trade unions, creative arts and design, foundations for learning and life, functional skills, preparation for work including employability, security, credit control and offender learning (“What we do”, 2014). And all of the qualifications are approved by authorities in England, Wales and Northern Ireland (“Qualifications”, 2014).

Partnership

NOCN also works in partnership with employers, employer groups and training providers to (“Employer Services”, 2014):

- ✓ Design and create flexible employer led programs and qualifications that individuals, employers need;
- ✓ Run employer led programs;
- ✓ Accredit employers in-house training programs;
- ✓ Help businesses to thrive and grow in the UK and overseas.

Investors in People (IIP)

Investors in People is owned by the UK government and managed nationally at Head Office by the UK Commission for Employment and Skills (UKCES).

Achieving Success through People (Help every individual, and every team, be the very best they can be.) ***Because good people make a great business.***

IIP makes people management excellence count. They are here to help you realize the potential of your people, improve standards and gain the accreditation to prove it. Through their respected Standard, business insight and bank of tools and resources, organizations of all shapes and sizes have put their people first – and discovered a brighter business future.

In such tough times, nurturing the people that sit at the heart of your business is the smart way to get ahead. Over the last 20 years, IIP have helped more than 20,000 businesses around the world improve, using their Accreditation Framework to boost working culture, increase employee engagement and encourage game-changing leadership.

Keeping it simple

At Investors in People, everything they do is informed by one principle: good people make a great business. People's strengths, people's ambitions and people's ideas are the engine of success. The business world is filled with complex jargon and terminology that no one needs.

IIP strips things back, offering straightforward guidance, flexible tools and a recognized Accreditation that make a real difference, whether you are a micro business or a multinational.

- ❖ Today the talents of the UK's workforce are worth £17.12 trillion.
- ❖ People are the engine of success for responsible, sustainable and profitable businesses.
- ❖ People can change the world, if they are given the support they need.
- ❖ Working to build the agile, connected empowered workforce today, make a difference tomorrow.

Organizations find that the Framework can inform all sorts of aspects of their business.

- ✚ Increasing efficiency
- ✚ Managing growth
- ✚ Finding new markets
- ✚ Meeting external challenges
- ✚ A continual journey of improvement.

Find the list of latest accreditations in this website:

<http://www.investorsinpeople.co.uk/accreditation/whos-accredited/latest-accreditations>

Our unique approach

The Investors in People Framework underpins our assessment methodology. Based on 20 years of leading practice, the Framework sets out a clear structure and benchmark for improvement, to help every team be the very best they can be.

Meeting the Standard

The core foundation of people management excellence, the Standard, is a benchmark for any well-run organisation. Every organisation is expected to meet 39 evidence requirements from the core framework to achieve Standard level accreditation.

Core principles

There are three principles behind the Investors in People framework:

Plan: Develop strategies to improve performance

Do: Take action to improve performance

Review: Evaluate and improve performance

These principles break down into 10 framework indicators that allow our trained Specialists to benchmark organisations against IIP best practice.

Beyond the Standard

Organisations that go beyond the Standard, and meet additional evidence requirements, are then eligible for additional levels of accreditation.

– 26 additional evidence requirements to be accredited as Investors in People Bronze.

– 76 additional evidence requirements to be accredited Investors in People Silver.

– 126 evidence requirements to be accredited Investors in People Gold.



The Investors in People Framework Summary

Plan				Do				Review	
01 BUSINESS STRATEGY	02 LEARNING & DEVELOPMENT STRATEGY	03 PEOPLE MANAGEMENT STRATEGY	04 LEADERSHIP & MANAGEMENT	05 MANAGEMENT EFFECTIVENESS	06 RECOGNITION & REWARD	07 INVOLVEMENT & EMPOWERMENT	08 LEARNING & DEVELOPMENT	09 PERFORMANCE MEASUREMENT	10 CONTINUOUS IMPROVEMENT

The Standard

Top managers should make sure (and their people should confirm) that:

The organisation has a vision/purpose, strategy and plan	Learning priorities are clear and linked to the plan	People are encouraged to contribute ideas	Managers are clear about the capabilities they need to lead, manage and develop people	Managers are effective and can describe how they lead, manage and develop their people	People believe they make a difference	Ownership and responsibility are encouraged	People's learning and development needs are met	Investment in learning can be quantified	Evaluation results in improvements to people strategies and management
People are involved in planning	Resources for learning and development are made available	There is equality of opportunity for development and support	People know what effective managers should be doing		People believe their contribution is valued	People are involved in decision-making		Impact can be demonstrated	
Representative groups (where appropriate) are consulted when developing the plan	The impact will be evaluated								

Extended Framework

Clear core values relate to vision and strategy	The learning and development strategy builds capability	The recruitment process is fair, efficient and effective	Leadership and management capabilities for now and the future are defined	Managers are role models of leadership, teamwork and knowledge sharing	Reward and recognition strategies link to business strategy and are externally benchmarked	Effective consultation and involvement is part of the culture	Learning and development resources are used effectively	The contribution of people strategies is measured and evaluated	Self review and information from external review are used
Key performance indicators are used to improve performance	Plans take account of learning styles	A diverse, talented workforce is created	Managers are helped to acquire these capabilities	Coaching is part of the culture	Representative groups are consulted (where appropriate)	People are supported and trusted to make decisions	Learning is an everyday activity	Impact on key performance indicators can be described	Effective feedback methods are used to understand people's views on how they are managed
Social responsibility is taken into account in the strategy	People help make decisions about their own learning	A work-life balance strategy meets the needs of its people	Leadership and management strategy link to business strategy, taking account of external good practice	People are helped to develop their careers	What motivates people is understood	Knowledge and information are shared	Innovative and flexible approaches to learning and development are used	Performance improves as a result	Internal and external benchmarking are used
People and stakeholders are involved in strategy development	Learning and development is innovative and flexible	Constructive feedback is valued	Everyone is encouraged to develop leadership capabilities	There is a culture of openness and trust	Success is celebrated	People are committed to success	People are given the opportunity to achieve their full potential	Career prospects improve	People's views on how they are managed improves
	There is a culture of continuous learning	The structure makes the most of people's talents			Benefits strategy goes beyond legal requirements	There is a culture of continuous improvement	All learning is valued and celebrated and is an everyday activity	Flexible and effective approaches to measuring return on investment are used	People believe it's a great place to work
					Colleagues' achievements are recognised	People can challenge the way things work	Mentoring is used	Return on investment in people is reported to stakeholders	
						There is a sense of ownership and pride in working for the organisation	Personal development is supported		

<http://www.investorsinpeople.co.uk/sites/default/files/IIP%20Framework%20Summary.pdf>

The Benefits

Win-Win All Round

Injecting a fresh, independent perspective. Boosting leadership skills and management effectiveness. Demonstrating your commitment to staff development.

Validating the progress you've made. Showing your customers what's important and winning their respect and loyalty too. It's amazing what Investors in People can do for your business.

At a glance, it's:

- **Insight.** Throughout assessment, IIP Specialists will cast an expert eye over your organization. They'll offer valuable insight for leaders, pointing the way to improvements from an independent and objective perspective
- **World-class methodology.** IIP methods have been tried, tested and continuously improved over more than 20 years – giving you access to best-practice people management tools and resources, through a trusted framework that's proven to make a difference.
- **Respect.** IPP Accreditation holds a universal kudos, signaling to customers and employees that you're deeply committed to bringing out the best in your people
- **Long-term support.** It's not just about responding to the here and now. With IPP ongoing support, you can continue to maintain your high standards, to develop and grow for years to come.

Continuous Improvement

Making the Most of Investors in People: Good, Better, Best

From companies striving to maintain their high standards, to forward-thinking organizations committed to being the very best they can be, everyone we work with finds ways to improve, progress and get better. This means they're sharper, stronger and more successful: primed to seize opportunities as they arise. Research shows that even in tough times Investors in People accredited organizations make money and feel more optimistic about the future*.

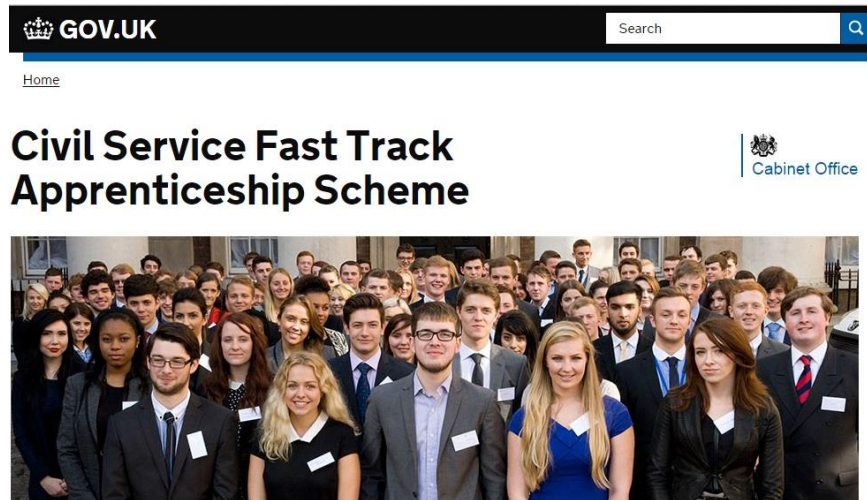
Accreditation is just the beginning. The Investors in People Journey can take your business anywhere you want it to go. Get in touch to find out how we could help you.

*60% of Investors in People Accredited firms predict business growth, compared to the UK establishment average of 47% - The UKCES Employer Perspectives Survey, 2012

Investors In People - **Vauxhall Motors Example:**

https://www.youtube.com/watch?v=4sCqy-I2I_k, <http://ihrdwang.weebly.com/p3.html>

Modern Apprenticeships (MA)



The Civil Service Fast Track Apprenticeship Scheme gives talented school-leavers the opportunity to work in government.

A way for young people and adult learners to earn while they learn in a real job, gaining a real qualification and a real future. Hiring apprentices helps businesses to grow their own talent by developing a motivated, skilled and qualified workforce.

- ❖ Help businesses grow their own talent.
- ❖ Develop a motivated, skilled and qualified workforce.
- ❖ Improve productivity while reducing costs.
- ❖ Cover more than 170 industries and 1500 job roles.
- ❖ Over 100,000 employers in more than 200,000 locations.

Benefits

Work for a real employer, earn a real salary and gain a real qualification whilst gaining valuable workplace skills and experience.

Being an apprentice gives you the opportunity to gain a recognized qualification and develop professional skills, while earning a salary, inside some of Britain's best companies.

"I think Apprenticeships are brilliant. They're a chance to take a leap into the real world. I'm dealing with real-life customers and situations all the time, answering calls and emails, checking deliveries, advising customers and interacting with them. It's all about learning and moving forward, and I'm getting everything I need to move onto the next step."

**Kerri, Customer Services Administrator,
facemediagroup**



"I've always been interested in motorsport, and I've been part of some great projects here. I've been at URT for five years now, and this is where I want to stay. The support I've had, the jobs I've worked on and the responsibilities I've taken on – they're all helping me towards a supervisory role in the company and, hopefully, a long, promising future here."

**Josh, Composite Laminator,
Universal Race Technology**



Anyone living in England, over 16 years old and not in full-time education can apply to be an apprentice. If you have any questions, visit <http://www.apprenticeships.org.uk/be-an-apprentice/other-questions.aspx>

The City & Guilds Group

The City & Guilds Group connects skills and jobs so people and organizations can progress. It exists to make sure that people are prepared to contribute to successful businesses and thriving economies. City & Guilds offers a work-relevant learning in order to solve a crisis, a shortage of people with the skills they need, across the world. It works with education providers, employers and governments in over 80 countries with 26 different industries. There are 10,000 training centers all over the world.

Compositions of the group

City & Guilds Group is comprised of City&Guilds, ILM, and City&GuildsKineo. Firstly, City&Guilds is in charge of skills education. It develops programs of learning, learning technology, certification and assessment, to support colleges, training providers and governments. It is acknowledged in every further education college in the UK. Next, the Institute of Leadership & Management (ILM) helps individuals, education providers and businesses to improve the standards of leadership and management. ILM awards qualifications to more than 95,000 managers every year across the world. It also offers accredited training and specialist member services. Finally, Kineo, which means ‘to stir it up’, takes a role in elearning, learning management systems, apprenticeships, qualifications and managed learning services. Kineo is a global workplace learning company working with leading companies such as McDonald’s, Nikon and Microsoft to improve people and organizational performance.

Responsibilities

The Group takes 3 big responsibilities: setting a global standard, connecting education with the world of work, innovating in learning technology. As a Royal Charter Institution, the Group continually sets the bar for skills, both in the UK and around the world, through innovative collaborations. For example, City & Guilds supports a major modernization of the Kingdom of Saudi Arabia’s Technical and Vocational Education and Training (TVET) system; the City & Guilds TechBac helps the UK to tackle the high rates of youth unemployment by providing job-related education. It offers technical knowledge to youth and helps them become confident, competent and ready for work; the organization develops new products and services to enable people to learn in accessible and mobile ways. It develops learning materials like apps and ebooks to learning management systems and the UK’s first certificate solution.

Influence

Lastly, the City & Guilds Group truly has a large impact on the UK society and the world. Since 2000, 20 million people have received a qualification and its bursary program awards £ 200,000 (\$325,000) every year to people undertaking a City & Guilds qualification who otherwise couldn’t afford to. The Group is continually seeking ways to help people to develop the skills need to progress into a job, on the job, and on to the next job.

UK Qualifications and Curriculum Authority

Qualifications and Curriculum Authority (QCA) is a non-departmental public body, sponsored by the Department for Education and Skills (DfES). QCA plays a vital role in assisting the United Kingdom become the most dynamic knowledge-based economy in the world. QCA takes responsibilities in three major areas: regulating the examination system, developing the national curriculum, providing the national qualifications framework.

Main Roles

QCA defines the UK's public examination system. It is responsive to the needs of learners and society and is responsible for the development, delivery and administration of high-quality national tests. Moreover, it helps the national curriculum to be improved, from which children and young people can enhance their skills and knowledge. QCA keeps reviewing the curriculum in order to evaluate whether it is appropriate to the changing needs of learners and society. Besides, the main purpose of the national qualifications framework is to offer qualifications at correct levels to meet the needs of employers and learners. QCA funds occupational standards, encourage learning at work and consistently examine the suitability and availability of qualifications. By doing these actions, the organization makes sure that the needs of learners, employers and the economy are met.

Working with partners

QCA dedicates to equally provide opportunities and works to people with different abilities. It corporates with other regulators: the Scottish Qualifications Authority (SQA), the Department for Children, Education, Lifelong Learning and Skills (DCELLS), and the Council for the Curriculum, Examinations and Assessment in Northern Ireland (CCEA). It supervises the work of the awarding bodies to make sure that their administration, marking and awarding procedures run without any barrier. It also closely linked to strategic partners, including the Department for Children, Schools and Families (DCSF), the Office for Standards in Education (Ofsted), the Adult Learning Inspectorate (ALI), employers' organizations, the Training and Development Agency for Schools (TDA), the Learning and Skills Council (LSC), the respective General Teaching Councils for England, Scotland, Wales and Northern Ireland, and the Sector Skills Councils (SSC).

Group Activity

Activity 2

The Simpsons Adventure in the UK – Cultural Differences

Scene Setting

1. The Simpsons have finally arrived at UK. And they found that besides the language, there are still great challenges waiting for them to conquer.
2. Three major challenges: meeting and greeting; business etiquette; dining.
3. The Mission of the audiences: helping the Simpsons learn appropriate British etiquettes.

Purpose

This activity is designed to help groups form bonds and become a team. On top of that, the activity helps the learners to understand the cultural differences between American and British, and learn the appropriate etiquettes in the UK. Last, the activity boosts learners' energy and motivation to recall learning subject.

Materials

3 handouts (see Appendix B for answer).

Instructions

1. Dividing learners into 3 groups; randomly giving each group a handout.
2. There are six sentences on the handout. Three of them are right and three of them are not acceptable in the UK.
3. Asking learners to choose the dos and don'ts, and write the sentences on the form (2 minutes).
4. Revealing the answers.
5. Asking each group to pick one of the Dos to act in the class, and give other students a brief presentation about the dos and don'ts.

Conclusion

The purpose of this session was to prepare and familiarize HRD professional expatriates travelling to the UK for business. We covered different information from general introduction to the context of the country to the specific national practices of human resource development. One of the biggest issues in the UK is making education and learning available to adults. Working adults may not have the full access to learning and training especially in SMEs. For the UK to grow and develop as a nation, low skilled workers need to have access to training. As a result the UK government utilizes various initiatives to enhance human resource development. UK systems for NHRD are based on vocational education and also making resources available to adults to grow and learn. The NHRD practices covered in this educational session are exemplary endeavors that a government can use to boost human resource development and adult education at a national level.

List of Useful Web Sites Related to NHRD in the United Kingdom <http://ihrdwang.weebly.com/resources.html>

- ✚ Chartered Institute for Personnel and Development (CIPD) Professional body for HR and people development.
- ✚ City and Guilds (C&G) Leading vocational education and training organization, providing services to training providers, employers, and trainees across a variety of sectors to meet the needs of today's workplace.
- ✚ UK NARIC. The national agency responsible for providing information and advice about how qualifications and skills from overseas compare to the UK's national qualification frameworks.
- ✚ Federation of Small Businesses (FSB). The UK's largest campaigning pressure group promoting and protecting the interests of the self-employed and owners of small firms. Formed in 1974, it now has 200,000 members across 33 regions and 194 branches.
- ✚ Higher Education Funding Council for England (HEFCE) Promotes and funds high quality, cost-effective teaching and research, meeting the diverse needs of students, the economy and society.
- ✚ Investors in People (IIP) Where People Management Excellence Lives. We make people management excellence count. We're here to help you realize the potential of your people, improve standards and gain the accreditation to prove it.
- ✚ Skills Funding Agency (SFA) Fund skills training for further education (FE) in England. Equality and diversity inclusion fund results in greater awareness and raises the profile of new equality strands.
- ✚ Modern Apprenticeships (MA) Apprenticeships give you the opportunity to work for a real employer, earn a real salary and gain a real qualification whilst gaining valuable workplace skills and experience.
- ✚ National Open College Network (NOCN) A leading credit-based awarding organization that has been creating opportunities for students and learners for over 25 years. Committed to equality, diversity and inclusion, achieved the Investors in Diversity standard.
- ✚ The Open University. Promotes educational opportunity and social justice by providing high-quality university education to all who wish to realize their ambitions and fulfil their potential. Through academic research, pedagogic innovation and collaborative partnership it seeks to be a world leader in the design, content and delivery of supported open learning.
- ✚ Sector Skills Councils (SSCs). A website to provide the latest information on people development in the UK.

- ✚ UK Qualifications and Curriculum Authority (QCA). Committed to building a world-class education and training framework that meets the changing needs of individuals, business and society.
- ✚ University Forum for HRD (UFHRD) A partnership that seeks to create, develop and inform leading-edge HRD theories and practices through an international network of universities, individuals and organizations promoting cooperative research initiatives, professionally-focused qualifications and consultancy interventions. It works in close partnership with other bodies, such as the Academy for HRD (based in North America) and the European Foundation for HRD (based in Brussels) among others in support of this mission.
- ✚ UK Etiquette. This is useful for anyone researching British culture, customs, manners, etiquette, values and wanting to understand the people better.

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Appendixes

Appendix A. Word list

American	British
French Fries	Chips
Sausage	Bangers
Dessert	Pudding
Pants	Trousers
Underwear	Pants
Costume Party	Fancy Dress
Bathroom/Restroom	Toilet*, WC, Loo
Elevator	Lift
First Floor	Ground Floor
September 2, 2014	2/9/2014
Soccer	Football
Zebra Crossing	Crosswalk
Gas	Petrol
Thanks	Cheers
Eraser	Rubber

Appendix B. Group activity

Group 1

How to Meet and Greet in the UK



Discuss in your group the Dos and Don'ts of meeting and greeting in the UK?

Look at six items below; three items are Dos and three are Don'ts. In your groups decide which of the items are Dos and which are Don'ts. Write your answers in the table below. Some of the following statements are

1. Shake hands upon meeting and not upon leaving
2. Shake hands upon meeting and also upon leaving
3. Kiss the cheek of the opposite sex upon meeting
4. When meeting friends after a long time, kiss cheek of the opposite sex
5. Introduce an older person to a younger person
6. Introduce a younger person to an older person

Dos	Don'ts

Pick one of the Dos to act in the class.

Group 2

Business Etiquette in the UK



Discuss in your group the Dos and Don'ts of business Etiquette in the UK?

Look at six items below; three items are Dos and three are Don'ts. In your groups decide which of the items are Dos and which are Don'ts. Write your answers in the table below. Some of the following statements are

1. Exchange business cards at the initial introduction without formal ritual.
2. Exchange business cards at the end of a business meeting.
3. Put away a business card after a quick glance; it is acceptable.
4. Take some time to look at the business card you receive carefully to show respect.
5. Arrive at the exact time specified for a meeting.
6. Arrive a few minutes earlier or later than the specified time.

Dos	Don'ts

Pick one of the Dos to act in the class.

Group 3

How to dine in the UK



Discuss in your group the Dos and Don'ts of dining in the UK?

Look at six items below; three items are Dos and three are don'ts. In your groups decide which of the items are Dos and which are Don'ts. Write your answers in the table below. Some of the following statements are

1. Blow on your hot soup or drink at the table.
2. Break bread with your knife and don't use your fingers.
3. Sit separate from your spouse/partner at a formal dinner table.
4. Pass jugs, gravy boats etc. with the handle toward the recipient.
5. Give your coat to the waiter at the restaurant upon arrival.
6. Hang your coat on the back of your chair at a formal dinner or the restaurant.

Dos	Don'ts

Pick one of the Dos to act in the class.

Appendix C

Brochure