



OTHM LEVEL 3 FOUNDATION DIPLOMA IN EMPLOYABILITY AND WORKPLACE SKILLS

Qualification Number: 603/7031/2

Specification | March 2023

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QUALIFICATION OBJECTIVES

The OTHM Level 3 Foundation Diploma in Employability and Workplace Skills has been developed to provide learners with a range of knowledge, understanding, personal skills and attributes essential for successful performance in working life.

The learners will:

1. Develop a body of knowledge about workplace employment and employability in range of sectors.
2. Develop a range of knowledge, facts, theories, ideas, skills, materials, terminology, practices and techniques associated with workplace skills, employment and employability.
3. Develop self-confidence and inter personal skills required for the working environment and employment.
4. Be able to improve communication skills and promote personal effectiveness.

Successful completion of this qualification will equip learners with the underpinning knowledge and skills required to succeed in employment or further studies.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the register of [Regulated Qualifications](#).

OTHM has progression arrangement with several UK universities that acknowledges the ability of learners after studying relevant Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top-up and Master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 3 Foundation Diploma in Employability and Workplace Skills
Ofqual Reference Number	603/7031/2
Regulation Start Date	14/01/2021
Operational Start Date	18/01/2021
Duration	1 Year
Total Credit Value	60
Total Qualification Time (TQT)	600 Hours
Guided Learning Hours (GLH)	240 Hours
Sector Subject Area (SSA)	14.2 Preparation for work
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at Level 3 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to GCE AS/A Levels.

QUALIFICATION STRUCTURE

The OTHM Level 3 Foundation Diploma in Employability and Workplace Skills consists of 6 mandatory units for a combined total of 60 credits, 600 hours Total Qualification Time (TQT) and 240 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit Title	Credit	GLH	TQT
R/618/6107	Career Planning and Development	10	40	100
Y/618/6108	Managing own Performance	10	40	100
D/618/6109	Personal and Professional Development	10	40	100
R/618/6110	Employment Skills	10	40	100
Y/618/6111	Working in a Business Environment	10	40	100
D/618/6112	Managing Resources	10	40	100

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

OTHM Level 3 qualifications can be offered to learners from age 16.

OTHM does not specify entry requirements for these qualifications. OTHM ensures that learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment..

OTHM centres must ensure learners are recruited with integrity onto appropriate qualifications that will meet their needs, enable and facilitate learning and achievement enable progression. The qualification is offered in English.

English requirements: If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit [English Language Expectations](#) page

PROGRESSIONS

Successful completion of the OTHM Level 3 Foundation Diploma in Employability and Workplace Skills provides learners with the opportunity for workplace and academic progressions to a wide range of relevant undergraduate programmes including OTHM Level 4 diplomas.

For more information visit [University Progressions](http://www.othm.org.uk) page www.othm.org.uk.

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their Learners. However, OTHM Centres should consider the Learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the Centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the Assessor.

The Assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

OPPORTUNITIES FOR LEARNERS TO PASS

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum, that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit

through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

Career Planning and Development

Unit Reference Number	R/618/6107
Unit Title	Career Planning and Development
Unit Level	3
Number of Credits	10
Total Qualification Time (TQT)	100
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	14.2 Preparation for work
Unit Grading Structure	Pass / Fail

Unit Aims

This unit provides learners with the knowledge and understanding needed to make career decisions, together with the skills to plan a career pathway of their choosing. They will also learn how to access suitable job vacancies, together with the skills needed to prepare documentation in support of job applications.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand how to access and use careers information.	1.1 Identify sources of careers information for personal use. 1.2 Describe pathways relevant to chosen career. 1.3 Choose a career, target job and target sector/industry. 1.4 Describe relevant tools used for job searching and networking 1.5 Describe emerging trends in ways of working that may impact on own career.	<ul style="list-style-type: none"> Information sources: libraries, directories, professional bodies, private careers organisations/ consultants, education, schools, colleges and universities, people currently working in the chosen career/sector. Career pathways: routes of training and working specified by professional bodies, trends, national developments, recession, international developments, environmental/carbon footprint considerations. Exploring Careers and Job Opportunities

		<ul style="list-style-type: none"> • Understanding the process of choosing a career, a target job and a target industry /sector post understanding of job/profession/industry and sectoral trends for the future. • Job Boards, CV templates, professional social media platforms-LinkedIn etc • Emerging trends: flexible working patterns, portfolio working, part-time jobs, global working, home based.
2. Understand skill requirements relating to career choice.	<p>2.1 Undertake a skills audit to determine skills necessary for chosen career.</p> <p>2.2 Review own current skills to identify areas for development for chosen career.</p> <p>2.3 Describe skills relevant to chosen career.</p>	<ul style="list-style-type: none"> • Skills audit: diagnostic testing, assessment, skills, values • Current skills: occupational interests, analysis findings, relevance, conclusions, validity and merit, relevant work/other experience, training, qualifications, transferable skills, • Transferable skills: skills for life (communication skills, ICT skills, numeracy skills); wider transferable skills (functional skills); vocational skills; technical skills; work-related skills, research; time management • Time management, prioritising workload, able to work within a team, having good written/ oral communication skills; achievements, meeting targets, increasing turnover, special interests, hobbies that require skills useful for work, qualities which support work role, being creative, taking the initiative, motivation. • Developing Self, Induction to Work, Education and Training. Using ICT Systems •
3. Be able to plan own career development.	<p>3.1 Identify options for work experience and training.</p> <p>3.2 Produce a career development plan to prepare for a specified career.</p>	<ul style="list-style-type: none"> • Work experience: temporary unpaid work placements, paid temporary work, agency work, shadowing, internal staff transfer, covering for absent staff, staff rotation

		<ul style="list-style-type: none"> • Training: apprenticeships, employer and government funded work based training to develop new skills. • Career development plan: • Decide personal career objectives: short term, medium term • Decide personal development needs: skills audit; skills gap; personal SWOT (strengths, weaknesses, opportunities and threats) analysis; qualifications map; qualifications gap; timescales; training requirements • Personal development plan (set up, maintain, review, update); curriculum vitae; SMART (specific, measurable, achievable, realistic, time-bound) targets; mapping progress against targets; recording achievement; evaluating progress; adjusting targets; re-assessing objectives; responding to feedback; lifelong learning
<p>4. Understand the job application process.</p>	<p>4.1 Identify sources to find appropriate job vacancies</p> <p>4.2 Describe the purpose of a Curriculum Vitae (CV) and covering letter when applying for a job.</p> <p>4.3 Produce a Curriculum Vitae (CV) and covering letter appropriate for a job application.</p> <p>4.4 Describe how to fill in a job application form.</p>	<ul style="list-style-type: none"> • Employment websites relevant to own country, search engines ie Google etc, employment agencies, HR departments, trade and professional magazines, newspapers, public notices, recruitment fairs, Jobcentre Plus, Careers Office, employment organisations/agencies in own country, social networks, personal contacts, Social Media. • Curriculum Vitae (CV): tailored to the position applied for, suitable format e.g., chronological, skills based or combination, easy to read, correct formatting and font, text is clear and concise, highlight skills, education and experience, "sell yourself" • Covering Letter / Letter of application /: to indicate interest in the position applied for,

		<p>formal layout, tone, persuasive, holds attention, refers to relevant skills experiences and achievements, key competencies matched to job,</p> <ul style="list-style-type: none"> • Application Form: paper or online, different variations of format depending on employer and the sector, competency questions, personal statement, your personal details, your employment history, your educational history, reasons why you're a suitable candidate for the role, references. Ensure accurate, honest and legible.
<p>5. Understand the interview process and how to reflect on own performance.</p>	<p>5.1 Identify ways to prepare for a job interview. 5.2 Explain how to participate in an interview. 5.3 Develop responses to basic interview questions. 5.4 Review and reflect on interview performance.</p>	<ul style="list-style-type: none"> • Usefulness of preparation, ability to show how skills and experience are ideal for the job, utilising opportunities to show relevant achievements, anticipation of questions, quality and effectiveness of answers, use of appropriate body language, facial expressions, tone of voice, use of relevant questions, ability to give a presentation and/ or pass assessments • Developing Interview Skills: general interview questions, job related competency interviews, preparing and facing interviews . Practical preparations: arrangements eg confirm attendance, find out what type of interview eg informal, formal, one to one, panel, group; research and understand information about the employer and job vacancy, anticipate questions, prepare and rehearse appropriate answers, questions to ask; travel, timing, collect documents/paperwork to take eg notes, questions, certificates; avoid anxiety eg talk to friends and family, recall achievements, use perspective, deep breathing; personal preparation eg suitable clothing, shoes

		<p>hair, make-up, personal hygiene. Research: the company, its values, the job role.</p> <ul style="list-style-type: none"> • Participation: employers expectations knowledge of organisation, have questions ready, know application information, read job and person specification, punctuality, appropriate dress, politeness • Questioning direct eg why do you want to work here? have you done this kind of work before? indirect eg tell us something about yourself? discursive eg where do you see yourself in two years time? reflective eg what do you consider to be your weakness? information giving eg how did you travel here? what experience do you have with IT?; range of examples eg why should we employ you? why did you leave your previous job? what are your career goals and aspirations? • Answers: presenting information eg verbal, handouts; relevant information, clear and concise; check understanding, insight; skills, levels of competence, presentations; methods eg assessment days, tests, paper, online, oral, discussion groups, meetings, assessment centres Presentation: types eg oral, using ICT eg PowerPoint; focused, being original, keeping to brief and time • Review and Reflection: aspects of the interview that went well. aspects of the interview that did not go well. Self-reflection on outcomes eg rehearse answers to anticipated questions, maintain more focus, exercise more self-discipline, pause and think before answering, request clarification, review useful information before the interview for
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		better recall, gain a greater appreciation of own abilities, make more effort with presentations, be more aware of own body language, make more effort to dress appropriately, improve timing.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 5	All AC under LO 1 to 5	Coursework	3000 words

Indicative Reading list

- Blazeovich, R , *Amazing Job Search Gameplan: A Beginner's Guide to Getting the Job You'll Love*, (Richard Blazeovich 2019)
- Cottrell S – *Skills for Success: Personal Development and Employability* (Palgrave Macmillan, 2010)
- Harrison, R. – *Learning and Development* (5th edition) (Chartered Institute of Personnel and Development, 2009)
- Hind, D and Moss, S – *Employability Skills* (Business Education Publishers, 2005)

Websites

- [Careers advice - job profiles, information and resources | National Careers Service](#)
- <http://www.direct.gov.uk/en/YoungPeople/index.htm>

Managing own Performance

Unit Reference Number	Y/618/6108
Unit Title	Managing own Performance
Unit Level	3
Number of Credits	10
Total Qualification Time (TQT)	100
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	14.2 Preparation for work
Unit Grading Structure	Pass / Fail

Unit Aims

This unit provides learners with the knowledge and understanding to manage and review their own performance, use effective negotiation skills and understand the importance of effective communication and interpersonal skills in business.

Learners will also explore the advantages of teamwork and why team members need varied skills and strengths to complete tasks successfully.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand the skills required for managing own performance.	1.1 Identify expectations for appropriate attitudes, skills and behaviours in the place of work 1.2 Explain why it is important to manage own performance. 1.3 Describe techniques used to manage own performance. 1.4 Explain the benefits of work-life balance for employees.	<ul style="list-style-type: none"> Identify expectations for appropriate attitudes , knowledge, skills and behaviours in the place of work. Identify the key responsibilities that they would have in the place of work for themselves and others. Understand why certain mindset qualities are attractive to employers, and to encourage them to think about times they have displayed the qualities and values such as honesty, commitment, flexibility, accountability etc Importance: accepting responsibility, achieving

		<p>team/ organisational goals, meeting quality standards, meeting deadlines, fulfil contracted duties.</p> <ul style="list-style-type: none"> • Techniques for managing own performance: write action/'to do' lists, prioritise, use of organiser/diary, contingency planning, schedule tasks based on personal concentration and energy levels; agree realistic deadlines; ask for help or support when needed; monitor work progress against deadlines • Benefits feel valued, commitment to organisation, improved mental and physical health, reduced stress, improved work relationships.
<p>2. Be able to review own skills required for managing performance.</p>	<p>2.1 Identify goals and targets at work place . 2.2 Describe different methods of reviewing own skills used for managing performance. 2.3 Explain how to review performance management techniques. 2.4 Explain how to develop areas of performance management techniques.</p>	<ul style="list-style-type: none"> • The ways in which goal and target setting, business goals, SMART objectives, linking business goals to personal goals and objectives. Time, support needed and how they will know they have achieved their goal • Techniques: Carry out a review of their progress towards their goal or target, review of past performance, measure against work-based standards, achieving goals, positive feedback, sense of achievement and satisfaction • Reviewing: open reflection, group discussions, sharing ideas, reflective log, workplace reviews, performance reviews, evaluation forms, feedback. • Development: Identify whether the goal or target has been met, what went well and what they could improve, setting revised targets, resources needed, monitoring progress, support from others, use of information and guidance.
<p>3. Understand the use of negotiation skills and persuasion in the</p>	<p>3.1 Explain the importance of good negotiating skills and persuasion in the work place.</p>	<ul style="list-style-type: none"> • Negotiation: behaviours eg compromise to settle an issue or argument, give and take to reach fair

<p>workplace.</p>	<p>3.2 Explain different negotiation techniques. 3.3 Discuss the qualities of a good negotiator. 3.4 Be able to review own skills in negotiating.</p>	<p>consensus, resolution of situations where what you want conflicts with what someone else wants, both sides feel positive about the result, creating a win/win situation. In the workplace: situations eg contracts, pay rise, appraisal targets, work rota, allocation of responsibilities in a team, pricing for a service or product.</p> <ul style="list-style-type: none"> • Skills: verbal communication eg tone, listening; non-verbal communication eg eye contact, gestures, proximity, posture, facial expression, awareness, • Persuasion: behaviours eg convincing, influencing, reducing resistance to new ideas, getting people to do what you want them to do. Situations where persuasion is used: types eg sell a product, get others to accept new procedures, get others to accept a new approach, take on new role with new responsibilities, change working patterns, carry out more work with fewer resources, take on a new challenge. • Skills: range eg establishing trust, arguing, reasoning, motivating, encouraging, empathy, handling objections and resistance. • Effective team working; mutual respect; achieve common ground/goals/outcomes; decision making. • Qualities: Problem analysis, e.g. interests of other party; preparation, e.g. identifying negotiation goals and outcomes, During Negotiation: active listening, e.g. body language; emotional control, e.g. head over heart; verbal communication, e.g. clear, effective, state desired outcomes, questioning,
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		<p>exercising silence; collaboration and teamwork, e.g. working towards mutually agreeable solutions; problem solving, e.g. solving the problem rather than focussing on the goal; decision making, e.g. being decisive; interpersonal skills, e.g. forming working relationships, patience, powers of persuasion; ethics and reliability, e.g. maintaining ethical standards, trust, executing promises and agreements</p> <ul style="list-style-type: none"> • Preparation and planning skill; knowledge of the subject matter being negotiated; ability to think clearly and rapidly under pressure; ability to express thoughts verbally; listening skills; judgment and general intelligence; integrity; ability to persuade others. • Review: Evaluation of negotiation skills: consider eg effectiveness of skills in achieving win/win result, how successful communication skills were used in reaching consensus, how demonstrating flexibility helped to achieve fair result, use of conflict resolution to settle the issue • Areas for improvement: types eg research into non-verbal communication eg NLP, further training in conflict resolution; identify areas to improve in response to feedback
<p>4. Understand the importance of team working.</p>	<p>4.1 Explain the benefits of working as a team to complete a task. 4.2 Explain the challenges of working as a team to complete a task. 4.3 Identify the skills needed for a team to work well together.</p>	<ul style="list-style-type: none"> • Employee/learner strengths, balance of skills, motivate/encourage/support each other, skills of all members are identified and used, responsibility is shared, a sense of belonging/value. • Challenges: tasks must be planned, time to plan, co-operation required. agreement of all members, leadership responsibilities, decision

		<p>making, clear communication, addressing conflict/misunderstanding.</p> <ul style="list-style-type: none"> • Skills: communication skills, listening, understand/follow instructions, use of questions, sharing ideas; interpersonal skills, able to accept advice from others; reliable, punctual, works hard, plans own time effectively.
<p>5. Understand the importance of effective communication and interpersonal skills in business.</p>	<p>5.1 Explain the role of effective communication and interpersonal interaction in business. 5.2 Describe factors that influence communication and interpersonal interaction. 5.3 Analyse ways to overcome barriers to effective communication and interpersonal skills.</p>	<ul style="list-style-type: none"> • Role: communication is how people receive or exchange information, if information is not delivered properly through the correct communication it can be misinterpreted and could result in errors/misunderstandings. • Factors: noise, seating, lighting, space, time, type of communication, language needs/preferences, sensory needs, disability, personality, self-esteem, anxiety, assumptions, jargon, cultural variations, use/abuse of power. • Overcoming barriers: staff training, confidentiality, defusing aggression, assertiveness, appropriate verbal/non-verbal communication, appropriate environment, attitude, confidence.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 5	All AC under LO 1 to 5	Coursework	3000 words

Indicative Reading list

- Cottrell S – *Skills for Success: Personal Development and Employability* (Palgrave Study Skills) (Palgrave Macmillan, 2nd edition, 2010)
- Smith B – *Longman key skills: Working with Others (Wwo)/Improving Own Learning and Performance (LP)/Problem Solving (ps)*, 1st edition (Longman, 2001)
- Tetley C – *BTEC Entry 3/Level 1 Business Administration Student Book* (Pearson, 2010)

Personal and Professional Development

Unit Reference Number	D/618/6109
Unit Title	Personal and Professional Development
Unit Level	3
Number of Credits	10
Total Qualification Time (TQT)	100
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	14.2 Preparation for work
Unit Grading Structure	Pass / Fail

Unit Aims

This unit provides learners with an understanding of the importance of personal and professional development. The unit explores the resources and activities necessary to support personal and professional development, and the importance of monitoring and reviewing development activities.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand what personal and professional development is.	1.1 Explain the meaning of personal and professional development. 1.2 Evaluate the benefits of personal and professional development. 1.3 Explain sources of information on personal and professional development requirements. 1.4 Identify sources of support for personal and professional development.	<ul style="list-style-type: none"> • Meaning of personal and professional development, developing the skills to make progress personal and professional level, • Benefits: personal, financial, achievement of career goals/organisational objectives, progression, increased self-esteem, safe practice, currency/validity of knowledge and skills • Sources of information: conditions of job role, job descriptions, person specifications, future plans for organisation, progression routes,

		<p>National Occupational Standards, professional bodies</p> <ul style="list-style-type: none"> • Sources of support: manager, colleagues, senior, supervisor, team leader, mentor, coach, tutor, assessor.
<p>2. Know how to identify strengths and needs in relation to own planned job role.</p>	<p>2.1 Explain what it means to review own strengths and needs in relation to a planned a job role. 2.2 Explain the benefits of reviewing own strengths and needs. 2.3 Describe different methods of reviewing own strengths and needs. 2.4 Describe ways of monitoring own performance.</p>	<ul style="list-style-type: none"> • Plan, do, review cycle • Benefits: evaluates experience, makes practice more effective, focus on how well the objectives were met, insight into the way we work best, personal learning styles, understanding of what affects performance/progress, focus on what needs further development • Review methods: reflection, group discussion, sharing ideas, reflective log, workplace reviews, performance reviews, evaluation forms, feedback from line manager, buddy or mentor, day to day informal feedback. • Monitoring performance: review past performance, against work-based standards, achieving goals, feedback.
<p>3. Understand how to plan and produce own professional development plan.</p>	<p>3.1 Explain the trends and developments that influence the need for professional development 3.2 Describe how to agree and set goals for development relating to the workplace. 3.3 Review strengths and needs using information from different sources. 3.4 Create a plan to develop the strengths and needs identified in the review.</p>	<ul style="list-style-type: none"> • Trends and developments: own profession, industry or organisation, the need for professional development, changes in systems or technology, market changes, competition, legislation, current/future knowledge, skills and experience, needs relating to role, team and organisation. • Goals: objectives which are specific, measurable, achievable, realistic, time bound (SMART) • Review knowledge, skills and experience, how they meet current and future needs. • A plan, to include personal goals, work-related goals, skills development, achievable and

		realistic goals, specific, within a set timescale, reasonable, dependent on abilities
4. Understand opportunities for professional development.	<p>4.1 Describe the resources and activities available to meet the objectives of a professional development plan.</p> <p>4.2 Explain how to record development activities carried out.</p> <p>4.3 Explain the importance of monitoring the progression of agreed development activities.</p>	<ul style="list-style-type: none"> Resources: internal/external training programmes, reading materials, work shadowing, learning resources, mentoring, coaching, research, feedback, support from managers/colleagues, financial costs, time. Recording: detailing objectives, identifying resource requirements, identifying time frames, milestones, progress, identifying review points, success criteria for development Monitoring: tracking against targets, identifying reasons for progress, identify corrective actions.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All AC under LO 1 to 4	Portfolio of Evidence	3000 words

Indicative Reading list

- Cottrell S – *Skills for Success: Personal Development and Employability* (Palgrave Macmillan, 2010)
- Harrison, R. – *Learning and Development* (5th edition) (Chartered Institute of Personnel and Development, 2009)
- Hind, D and Moss, S – *Employability Skills* (Business Education Publishers, 2005)

Employment Skills

Unit Reference Number	R/618/6110
Unit Title	Employment Skills
Unit Level	3
Number of Credits	10
Total Qualification Time (TQT)	100
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	14.2 Preparation for work
Unit Grading Structure	Pass / Fail

Unit Aims

In this unit, learners will learn how to identify and develop the personal skills required for the working environment, this will include identifying positive behaviour, how verbal and non-verbal communication can influence situations and an introduction to leadership and management styles. The unit also explores customer service practices, coaching and mentoring and the skills and behaviours that help make an effective team.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand the role of employability skills in business.	1.1 Explain the meaning and significance of employability skills. 1.2 Describe how verbal communication influences situations in business. 1.3 Describe how non-verbal communication influences situations in business. 1.4 Review own communication and interpersonal skill strengths and areas for development.	<ul style="list-style-type: none"> Employability skills : meaning of employability and employment, Knowledge, attitude, abilities and skills personal qualities and values to get employed. Significance of a range of employability skills such as good communication, motivation and initiative, leadership ,reliability/dependability, following instructions, customer service, team work, adaptability, emotional control and resilience etc Verbal and non-verbal communication: active

		<p>listening, reflecting, empathy, body language, respect, courtesy, consideration for others, awareness of needs of others, clarity of speech, tone, appropriate language, avoiding jargon, passing on accurate messages, increasing trust, stance, posture, facial expression; eye contact; mirroring; gestures; movement; awareness of personal space</p> <ul style="list-style-type: none"> • Own skills: face to face communication, listening skills, giving and receiving information, accuracy of reporting.
2. Understand the importance of customer service.	<p>2.1 Explain the importance of excellent customer service.</p> <p>2.2 Describe the elements of excellent customer service.</p>	<ul style="list-style-type: none"> • Why it is important to keep customers – • Costs involved in losing customers; • Internal and External Customers • Excellent customer service: definition; functional expectations and personal expectations; • Elements: professionalism, courteous, friendly, knowledgeable, taking ownership, handling difficult situations • Putting customers first within your own organisation
3. Understand the roles of mentoring and coaching.	<p>3.1 Define the purpose of:</p> <ul style="list-style-type: none"> • mentoring • coaching <p>3.2 Describe situations when mentoring is commonly used.</p> <p>3.3 Describe the benefits of coaching.</p>	<ul style="list-style-type: none"> • Purpose of mentoring: to provide knowledge, understanding, support and encouragement, used for personal and professional development, insight into knowledge and experience of others, to utilise expertise and support. • Purpose of coaching: a client-centred process, solution focused, based on results, to help individuals improve their performance. • Mentoring situations: induction, on-the-job learning, new projects, support for personal/professional development, career progression, redundancy, when working towards a qualification, dealing with changes.

		<ul style="list-style-type: none"> • Benefits: expands awareness of issues being faced, extra work role, progression, encourages self-awareness, maximises potential, increases motivation, develops focus, self-discipline and time management. Can reduce staff turnover as individuals feel valued and connected to organisation, enhances morale, improves ability to deal with change, increases productivity.
4. Understand the skills needed for effective team work.	<p>4.1 Explain the skills needed for a team to work well together.</p> <p>4.2 Describe the behaviours expected when working in a team.</p> <p>4.3 Identify own strengths and skills relevant to a given team task.</p>	<ul style="list-style-type: none"> • Team working skills: communication skills, good listeners, understand/follow instructions, ask and respond to questions, share ideas, interpersonal skills, helpful, friendly, open, able to accept advice from others; self-management, reliable, punctual, works hard, plans own time effectively • Behaviours: every member should contribute, listen to views of others, consult with others, make decisions as a group, follow group decisions, respect each other, maintain confidentiality.
5. Understand leadership and management styles.	<p>5.1 Explain the difference between leadership and management.</p> <p>5.2 Compare leadership and management styles used in different workplace situations.</p> <p>5.3 Set objectives to plan development of personal skills for leadership and management.</p> <p>5.4 Prepare an action plan to develop personal skills for leadership and management.</p>	<ul style="list-style-type: none"> • Difference between leadership and management using empathy, showing courage, leading by example, avoiding difficult situations, firefighting, • Leadership styles: autocratic, paternalistic, democratic, laissez-faire; adapting leadership style for different situations. • Develop leadership and management skills: seek advice, use supervision/appraisal targets; research training opportunities available, mentor or coach, use experience from hobbies/interests voluntary club/committee positions, sports, activities that provide a personal development opportunities and challenge.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 5	All AC under LO 1 to 5	Coursework	3000 words

Indicative Reading list

- Adair J — *How to Grow Leaders: The Seven Key Principles of Effective Leadership Development 2* (Kogan Page Ltd, 2009)
- Alred G, Garvey B – *The Mentoring Pocketbook 3rd Edition* (Management Pocketbooks, 2010)
- Flint M and Vinberg Heam E – *Leading Teams – 10 Challenges: 10 Solutions* (FT Publishing International, 2015)
- Ibarra H – *Act Like a Leader, Think Like a Leader* (Harvard Business Review Press, 2015)
- Owen J – *The Leadership Skills Handbook: 50 Essential Skills You Need to be a Leader* (3rd Edition) (Kogan Page, 2014)
- Rogers J – *Coaching Skills: a Handbook* 2nd Edition (Open University Press, 2008)
- Shapiro M – *HBR Guide to Leading Teams* (Harvard Business Review Press, 2015)
- Whitmore J — *Coaching for Performance*, 3rd edition (Nicholas Brealey Publishing,

Working in a Business Environment

Unit Reference Number	Y/618/6111
Unit Title	Working in a Business Environment
Unit Level	3
Number of Credits	10
Total Qualification Time (TQT)	100
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	14.2 Preparation for work
Unit Grading Structure	Pass / Fail

Unit Aims

This unit looks at the skills and qualities that learners will need for different workplace activities. Learners will firstly explore the structure of organisations, how areas of a business work together and their operation within markets. Learners will also be introduced to the areas of financial and project management.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand how different businesses operate within a business environment.	1.1 Identify different types of business models. 1.2 Describe the factors that motivate different types of business. 1.3 Discuss the importance of understanding the business environment. 1.4 Explain the importance of an organisation having a business plan.	<ul style="list-style-type: none"> • Businesses: private sector, public sector, third sector/voluntary organisations, sole trader, partnership, private, government departments, charities, local authorities. • Factors that motivate a business: recognition, profit, for charitable purposes, to provide services/goods to the public, serve the community, trailblazing, innovation, research. • Business environment : internal environment and external environment. • A business plan: short-and long-term goal-

		<p>setting, accessing finance for the business, budgets, clarifying product, market, customers, projections; allocation of resources.</p> <ul style="list-style-type: none"> • Use of SWOT and PEST analysis and their significance in business decision making.
<p>2. Understand how the functional areas of businesses work together.</p>	<p>2.1 Describe the main functions of a business organisation. 2.2 Describe how the main business functions are organised. 2.3 Describe the communication channels used in a business environment. 2.4 Describe the lines of control and accountability in a business environment.</p>	<ul style="list-style-type: none"> • The main functions of an organisation: theories of business organisation; the six key business functions (human resources, sales and marketing, research and development, design and production, finance, administration); key roles of each function • Staffing and organisation of functions: structures eg functional, matrix style, flat, structure, hierarchy; roles and responsibilities; contribution of roles and functions to organisational success • Communication Channels: <ul style="list-style-type: none"> ○ Internal communication between departments ○ Face-to-Face or Personal Communication ○ Written Communication (memos, proposals, e-mails, letters, training manuals, operating policies) ○ Broadcast Media Communications (TV, Radio, ○ Mobile / Electronic Communications Channels (email, Internet, intranet and social media platforms.) ○ external communication eg to customers, potential customers, stakeholders, auditors; centralised or decentralised systems; networks eg chain, circle, wheel or Y networks; formal meetings; minutes; informal communication; grapevines; media used meetings; minutes;

		<p>informal communication; grapevines; media</p> <ul style="list-style-type: none"> • Used Lines of control and accountability: reporting structures, roles and responsibility for task/project/money/product.
<p>3. Understand financial management and budgeting relevant to the workplace.</p>	<p>3.1 Explain the main financial considerations when starting and running a business. 3.2 Explain how to calculate the estimated costs needed to achieve business objectives 3.3 Explain the cycle of business planning and budget-setting. 3.4 Explain the purpose of budget setting. 3.5 Explain how to use a budget to control performance and expenditure.</p>	<ul style="list-style-type: none"> • Sources of finance for a business/enterprise revenue, start-up and running costs, break-even. assets, liabilities, capital, concept of cash flow, the financial information required by HMRC. possible positive and negative impact of these solutions on cash flow and other financial aspects of the business. • Types of costs: direct, indirect, materials, labour, overheads, fixed, variable, semi-variable. • Cycle: key factors, existing budgets, sales budget, debtors' budgets, creditors' budgets, production cost, raw materials, finished goods • Purpose: forecasting, planning the use of resources; controlling the activities within the organisation; motivate individuals to achieve agreed performance levels; resolving conflict of interest between functional areas.
<p>4. Understand project management.</p>	<p>4.1 Describe the purpose of project management. 4.2 Outline the process of project management. 4.3 Describe the skills and knowledge necessary for project management. 4.4 Review own skills necessary for project management.</p>	<ul style="list-style-type: none"> • Purpose of project management: managing complex tasks/activities, plan all options, needs of all stakeholders, activities and resources to be planned to achieve outcomes, activities can be planned in parallel, risk management, used for projects of different sizes/complexity; applied to range of projects. • Process of project management: consult stakeholders, establish goals, agree detailed specification, plan project, financial planning, contingency planning, identify project team, delegate tasks, monitor progress, adapt plans, keep stakeholders informed, complete project, review and report outcomes.

		<ul style="list-style-type: none"> • Skills: leadership, organisational, negotiation, attention to detail, methodical, planning, motivating, communication, time management, resource aware, record keeping, risk assessment and management, able to manage others, good facilitator, accountable, honesty, negotiation, able to solve problems • Knowledge: content of project agreed by all stakeholders, timescales agreed, purpose clear, roles and responsibilities, contingency planning.
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Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 5	All AC under LO 1 to 5	Coursework	3000 words

Indicative Reading list

- Billingham V — *Project Management: How to Plan and Deliver a Successful Project* (Studymates Ltd, 2008)
- Dyson, J.R. – *Accounting for non-Accounting Students (8th edition)* (Financial Times/Prentice Hall, 2010)
- Graham N — *Project Management for Dummies, UK Edition* (John Wiley & Sons, 2010)
- Posner K – *Project Management Pocketbook* (Management Pocketbooks, 2008)
- Secrett, M. – *Brilliant Budgets and Forecasts: Your Practical Guide to Preparing and Presenting Financial Information* (Pearson Business, 2010)

Managing Resources

Unit Reference Number	D/618/6112
Unit Title	Managing Resources
Unit Level	3
Number of Credits	10
Total Qualification Time (TQT)	100
Guided Learning Hours (GLH)	40
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	14.2 Preparation for work
Unit Grading Structure	Pass / Fail

Unit Aims

This unit introduces learners to methods of managing resources in the workplace.

Learners will develop their knowledge of the use of technology in business and how to ensure a healthy and safe working environment. The unit also explores the important areas of organisational values, diversity and culture.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand how business organisations manage the use of resources.	1.1 Explain the various resources that are needed in successful management of an organisation. 1.2 Explain how and why resources must be managed. 1.3 Explain what is meant by benchmarking and how it is used by organisations to manage resources.	<ul style="list-style-type: none"> • Meaning of resources in an organisation : Land, labour , capital, technology, 8-Ms (Men/Women, Money, Material, Machinery, Managements, Methods, Minutes/Time And Management of Information), efficiency and effectiveness in using resources. • Resources which are necessary for any

		<p>organisation to prosper and thrive; their importance and purpose, how to maximise use of, manage and conserve organisation's resources.</p> <ul style="list-style-type: none"> • Monitoring resources: factors which need to be monitored on a regular basis; how to monitor resources at work. Impact of not monitoring resources • Efficient resource monitoring, identification of problems, appropriate corrective action. • Benchmarking: process benchmarking; performance benchmarking; strategic benchmarking and internal benchmarking. • Best Practice; sound policy; why it is necessary to ensure best practice/create sound policy
<p>2. Understand the use of technology in business.</p>	<p>2.1 Identify the types of technology used in business. 2.2 Explain the benefits of technology to a business. 2.3 Explain the skills necessary to use technology in business. 2.4 Explain the importance of innovation in business.</p>	<ul style="list-style-type: none"> • Technology: artificial intelligence, machine learning, robots, virtual technology, media, social media, augmentative technology, laser printing, business development, expansion of communication abilities/facilities, internet • Harnessing Technology • Benefits: increased capacity for communication, drive business, increase operations, reduced overheads, create new products, improve existing products; features, gain a competitive edge, improve efficiency and effectiveness, meet the needs of the modern consumer, develop a unique selling point. • Skills: technical, personal skills, practical skills, knowledge required to make/use the product, research, creativity, focus, identify any skills gaps. • Innovation: creation of new products, invention, originality, improvement to existing products/resources, planning, forecasting,

		<p>improve existing products, use of technology, value, research, advancement.</p>
<p>3. Understand human resources for the workplace.</p>	<p>3.1 Describe the process of workforce planning. Explain the factors to be considered when planning workforce recruitment .</p> <p>3.2 Explain the importance of managing employee's performance.</p> <p>3.3 Explain employment rights and responsibilities relevant to own setting.</p>	<ul style="list-style-type: none"> • Workforce planning: ensuring sufficient staff with relevant skills, knowledge and expertise, aligning the workforce with the business plan and business operations, planning for future demands, skills gap analysis, changing nature of work, employee expectations • Factors: organisational needs, demand, new products/services, markets, technological change, location of production, skills requirements, workforce profiles, supply of labour, labour costs, workforce skills, government policy, labour market competition, nature of work • Approaches: media advertising, agencies, recruitment consultants, job centres, websites, social media, networking; internal promotion, e-recruitment, job portals, professional networks, personal recommendation. • Managing performance: achievement of outcomes, productivity, addressing positive/poor performance, provision of support, reallocation of role/workload, moral/ethical responsibility. • Employment rights and responsibilities: • current employment legislation; current anti-discrimination legislation eg gender, race, religion, disability, age; • duty of care to employees eg safe and healthy workplace, public liability insurance; appropriate training and development; adhere to terms of contract. <p>Contract of employment: terms and conditions; hours; pay rate; holiday entitlement; format of contract.</p>

		<p>Interpret information on pay slip: gross wages; deductions; net pay; personal information eg national insurance number, employee number. Grievance procedure: grounds for grievance; informal approach; formal procedure within own workplace.</p> <p>Types of information held on personnel records: personal data eg name, address, telephone number(s), qualifications, National Insurance Number, tax code, bank details, disabilities, employment history, absence details, training,</p> <p>Updating information held on personnel records: personal responsibility; Data Protection considerations</p> <p>Ways of working with employer: work place procedures for leave entitlement eg holiday, maternity, paternity, compassionate; procedures to deal with bullying or discrimination; procedures for self certification</p>
<p>4. Understand health and safety in the business environment.</p>	<p>4.1 Explain own responsibilities for keeping self and others safe in the workplace.</p> <p>4.2 Identify who to go to in the workplace for health and safety help and support.</p> <p>4.3 Describe common workplace hazards.</p> <p>4.4 Explain the types of emergency that can occur in the workplace.</p>	<ul style="list-style-type: none"> • Own responsibilities: to take care of own health and safety and others who may be affected by own actions, attend training, follow instructions, be aware who to report health and safety concerns; own limitations in dealing with a risk, to use equipment safely/following manufacturer' instructions , use work items correctly in accordance with training, safe practice in the workplace, remaining alert to any identified risk in the workplace environment; own conduct in minimising risk. • Sources of support: advisers, line manager/supervisor, human resources department, occupational health, health and

		<p>safety adviser, company policies and procedures.</p> <ul style="list-style-type: none"> • Common workplace hazards: faulty wiring, trailing cables, torn carpet, broken glass, dangerous chemicals, faulty equipment, poor posture when using computer, wet floors, manual handling, working at height, working with computers, vehicles and transport • Types of emergency: accidents, severe illness, intruder, fire, flood, power outages, chemical spills, terrorism, bomb threats.
<p>5. Understand organisational values, culture and diversity.</p>	<p>5.1 Explain the interrelationship between organisational values and organisational culture. 5.2 Explain the different types of organisational culture. 5.3 Analyse factors influencing the development of organisational culture. 5.4 Explain the meaning of ethics in business. 5.5 Describe the benefits of diversity in the workplace.</p>	<ul style="list-style-type: none"> • Definition of organisational values, impact on motivation and human behaviour, Definition of organisational cultural values affecting workplace culture, treatment of employees/stakeholders, sustainability, community, engagement. • Types of organisational culture: power, role, task, person, clan, adhocracy, market, hierarchy, bases of theories, purpose, results, authority, fun • Influences on organisational culture: history of organisation, achievement, function, focus, priorities, technology, goals, size, location, management and staff, demographics, environment, culture, stakeholders. • Definition of ethics, ethical activities, values of businesses, professional ethics, individual ethical behaviour. • Diversity Benefits: <ul style="list-style-type: none"> ○ Increased productivity allows for more ideas and processes and broader range of skills among employees ○ Increased creativity: allows various cultures, backgrounds people with differing

		<p>perspectives to work together, allowing for a greater chance of a workable solution to a workplace problem.</p> <ul style="list-style-type: none"> ○ Improved cultural awareness: a diverse range of cultures within the workplace allows companies to deal with the different nuances within a global marketplace. If a company does business with India, for example, having an employee who can speak Hindi is an asset and can lead to improved workplace relations. ○ A positive reputation: companies that have a diverse workplace are often perceived as better employers. Potential employees want an employer who accepts and is tolerant of all backgrounds and who treats their employees fairly ○ Increase in marketing opportunities: If potential employees or customers see that a company represents a diverse workplace, it makes them feel like they can relate to the company more. Using advertising that depicts mature-aged, differently-abled, or ethnically diverse people encourages applicants to apply, promotes a positive reputation, increases marketplace awareness, and generates a more diverse client-base.
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Assessment

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Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 5	All AC under LO 1 to 5	Coursework	3000 words

Indicative Reading list

- Adair J – *The Inspirational Leader: How to Motivate, Encourage and Achieve Success* (Kogan Page, 2009)
- Armstrong, M. – *Armstrong’s Handbook of Human Resource Management Practice* (13th edition) (Kogan Page, 2014)
- Brent, M. and Dent, E. – *The Leader’s Guide to Managing People* (Pearson Education Limited, 2013)
- Brown, J.N. – *The Complete Guide to Recruitment: A Step-by-Step Approach to Selecting, Assessing and Hiring the Right People* (Kogan Page, 2011)
- Covey S – *The Speed of Trust: The One Thing That Changes Everything* (Simon and Schuster, 2008)
- Yeung, R. – *Successful Interviewing and Recruitment (Creating Success)* (revised edition) (Kogan Page, 2010)

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk.