



OTHM LEVEL 3 FOUNDATION DIPLOMA IN PEOPLE AND ORGANISATIONS

Qualification Number: 603/7032/4

Specification | March 2023

TABLE OF CONTENTS

QUALIFICATION OBJECTIVES	3
QUALITY, STANDARDS AND RECOGNITIONS	3
REGULATORY INFORMATION	3
EQUIVALENCES	4
QUALIFICATION STRUCTURE	4
DEFINITIONS	4
ENTRY REQUIREMENTS	4
PROGRESSIONS	5
DELIVERY OF OTHM QUALIFICATIONS	5
ASSESSMENT AND VERIFICATION	5
OPPORTUNITIES FOR LEARNERS TO PASS	5
RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT	6
EQUALITY AND DIVERSITY	6
UNIT SPECIFICATIONS	7
ORGANISATION STRUCTURES AND THEIR CULTURE AND VALUES	8
PRINCIPLES OF ORGANISATIONAL PLANNING	14
MANAGING HUMAN RESOURCES	19
PERSONAL AND PROFESSIONAL DEVELOPMENT	23
TEAMWORK	26
LEADERSHIP AND MANAGEMENT SKILLS	29
IMPORTANT NOTE	34

QUALIFICATION OBJECTIVES

The OTHM Level 3 Foundation Diploma in People and Organisations has been developed to provide learners with a range of knowledge and understanding about the structure, values and behaviours of organisations and the management of people.

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

The learners will:

1. Develop a body of knowledge about people, organisations and employment in a range of sectors.
2. Develop a range of knowledge, facts, theories, ideas, skills, materials, terminology, practices and techniques about, and associated with people and organisations and employment.
3. Develop self-confidence and skills required for the working environment and organisations and employment.
4. Improve communication skills and personal effectiveness that shall provide a basis for growth in employment and or in further study.

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 People and Organisations
Ofqual Reference Number	603/7032/4
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 People and Organisations 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
H/618/6113	Organisation Structures and their Culture and Values	10	40	100
K/618/6114	Principles of Organisational Planning	10	40	100
M/618/6115	Managing Human Resources	10	40	100
D/618/6109	Personal and Professional Development	10	40	100
T/618/6116	Teamwork	10	40	100
A/618/6117	Leadership and Management Skills	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 People and Organisations 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](#) 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

Organisation Structures and their Culture and Values

Unit Reference Number	H/618/6113
Unit Title	Organisation Structures and their Culture and Values
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 the learner with an understanding of the role the structure of an organisation plays in its effectiveness and the importance of values in the achievement of outcomes and performance. The unit also introduces the relationship between organisational values and organisational culture and behaviour.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand organisational structures.	1.1 Describe the purpose and scope of a business. 1.2 Explain the differences between the private sector, public sector and voluntary sector. 1.3 Explain the role of organisational structure in organisational effectiveness. 1.4 Explain the use of different organisational structures.	<ul style="list-style-type: none"> • Business : Meaning of a business, Business organisations, difference between organisation and industry, the aims and purposes of business, scope of business by product/services, domestic/international. • Private Sector: run by individuals and companies for profit ie Sole trader - Partnership - Limited company - Public Limited Company. • Public Sector: managed by government ministries and departments and financed

		<p>through public and business taxes; provide service to public ie Education: schools; colleges, National Health Service: hospitals; nursing homes; GP practices, Local councils, Police. Voluntary Sector: not for profit organisations; benefit the public ie Charities: Oxfam; Red Cross, Trusts: Housing Associations, Local community interest organisations ie Neighbourhood Watch Schemes Societies ie local sports club; uniformed organisations (scouts and guides, theatre groups)</p> <ul style="list-style-type: none"> • Organisation structures: line, line and staff, matrix, team, mechanistic, organic, centralised, decentralised, flat, tall • Grouping of work, function/product/service, location, nature of work, shared time scales, staff employed, stakeholders, combinations of methods of grouping work • Informal organisational structures, the difference between formal and informal structure, promote communication, provide satisfaction, provide social control, resistance to change, role conflict, lack of control over information of informal structure
<p>2. Understand the organisational environment.</p>	<p>2.1 Discuss the importance of understanding the business environment 2.2 Describe the internal and external influences on organisations. 2.3 Explain why a change in the business environment is important for making business decisions.</p>	<ul style="list-style-type: none"> • Business and business environment: internal environment and external environment. Use of SWOT and PEST analysis and their significance in business decision making. • Internal influences within the organisation's control - • Communication: <ul style="list-style-type: none"> ○ Positive: good lines of communication; important information will be given and

		<p>received; no confusion</p> <ul style="list-style-type: none"> ○ Negative: bad lines of communication; important information may not be given or received; confusion about what needs to be done ● Manager motivation: <ul style="list-style-type: none"> ○ Positive: staff will be recognised (staff will become motivated, work will be completed and completed well) ○ Negative: lack of recognition (staff will become demotivated, work not completed or completed badly) ● Company image or reputation: <ul style="list-style-type: none"> ○ Positive: good image or reputation (people will continue to use the company, company will gain business, company may need to recruit to expand the business) ○ Negative: poor image or reputation (people will stop using the company, company will lose business, company may need to downsize and staff may lose their jobs) ● Policy making: <ul style="list-style-type: none"> ○ Positive: staff will know how to carry out their work; will know the expectations ○ Negative: staff will not know how to carry out their work; will not know the expectation ● Recruitment processes: <ul style="list-style-type: none"> ○ Positive: skilled and experienced staff; work completed appropriately ○ Negative: unskilled or inexperienced staff; work not completed appropriately; work re-done by more qualified/experienced person ● Management skills: <ul style="list-style-type: none"> ○ Positive: staff/budget and work flow will be
--	--	---

		<p>controlled; company will succeed</p> <ul style="list-style-type: none"> ○ Negative: staff/budget and work flow will not be controlled; company will fail • External influences beyond the organisation’s control -PEST Analysis • Good lending conditions: good investment opportunities for services/product development; choice of financial sources. Tight lending conditions: make investment opportunities for services/product development difficult; need to explore alternative financing sources • Decrease in interest rates supports spending; loan repayments decreased • Increase in interest rates supports savings and investments; loan repayments increased Decrease in taxes: increases profits • Increase in taxes reduces profits • Government regulations: develop plans for compliance with regulations • Competition from similar providers: enhance innovation and service to stay ahead of the competition • To continue to be successful it is important for organisations to: <ul style="list-style-type: none"> • Keep up with competitors, adapt to changes in the market • As the business grows, the environment should also adapt: structure change; recruitment; new departments/areas created or lost • Keep up with legislation and political decisions: employment law; health and safety; EU trading Keep up with technology: help business become more productive; streamlined; efficient
--	--	---

<p>3. Understand the ethics of an organisation.</p>	<p>3.1 Explain the meaning of ethics in business. 3.2 Analyse the importance of ethical behaviour to a business. 3.3 Explain the purpose and benefits of an ethical business code.</p>	<ul style="list-style-type: none"> • SWOT and business decisions • Definition of business ethics, ethical activities, values of businesses, professional ethics, individual ethical behaviour • Corporate governance, corporate social responsibility, environment, sustainability • Supports human rights, corruption, trading fairly, legal and regulatory compliance, business practices, working conditions, individual ethical responsibilities
<p>4. Understand how organisational culture and values are developed.</p>	<p>4.1 Explain the different types of organisational culture and values. 4.2 Describe the features of an effective organisational culture. 4.3 Examine factors influencing the development of organisational culture and values. 4.4 Explain the concept of organisational values. 4.5 Explain the interrelationship between organisational values and organisational culture.</p>	<ul style="list-style-type: none"> • Types of organisational culture: power, role, task, person, clan, adhocracy, market, hierarchy, bases of theories, purpose, results, authority, fun • Features: consistency, coordination, control, demands on employees, support/care for employees, achievement of objectives, continuous improvement, level of employee commitment, identification with the business, reputational enhancement, positive perceptions • Influences: history of organisation, achievement, function, focus, priorities, technology, goals, size, location, management and staff, demographics, environment, culture, stakeholders. • Impact of organisational values and culture on behaviour: affecting selection of team members, team objectives, decision making, controlling system, recruitment and selection, social tools and training, reward system. • Stakeholders: owners, customers, managers, staff, suppliers, employer bodies, employee bodies, local community, government

		<ul style="list-style-type: none"> • Definition of values, impact on motivation and human behaviour, values affecting workplace behaviour, treatment of employees/stakeholders, sustainability, community, engagement • Challenges of shared values, embedding common set of values, impact of common set of values, influence of values on decision making, self-esteem, tolerance of ambiguity, social ambiguity, risk taking
--	--	---

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	Coursework	3000 words

Indicative Reading list

- Boddy D – *Management: An Introduction*, 6th edition, (FT Prentice Hall, 2008)
- By, R.T. and Burnes, B. (2013) *Organizational Change, Leadership and Ethics: Leading Organisations Towards Sustainability*. London: Routledge.
- Covey S – *The Speed of Trust: The One Thing That Changes Everything* (Simon and Schuster, 2008)
- Huczynski, A. and Buchanan, D. (2013) *Organisational Behaviour*. 8th Ed. Harlow: Pearson.
- Mullins LJ – *Management and Organisational Behaviour*, 10th edition (FT Publishing International, 2013)
- Shockley-Zalabak P – *Fundamentals of Organizational Communication*, 8th edition (Pearson International Edition, 2011)

Principles of Organisational Planning

Unit Reference Number	K/618/6114
Unit Title	Principles of Organisational Planning
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 role of planning in an organisation, and how internal and external factors can influence the planning process. The unit will also consider strategies to enable the organisation to achieve its identified objectives and manage risks.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand organisational resource requirements.	1.1 Describe management and its functions. 1.2 Explain the various resources that are needed in the successful management of an organisation. 1.3 Describe how to identify resource requirements for an organisation. 1.4 Explain the issues affecting resource acquisition. 1.5 Explain how to address resource deficiencies.	<ul style="list-style-type: none"> • Organisation and management meaning and concepts, planning, organising implementation and control functions of management for efficient and effective in achieving organisational goals. • 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. • Resource requirements: needs and expectations

		<p>of customer groups, shareholders, suppliers, sub-contractors, workforce, community, needs identified following change/review, success/direction of competitors, the market sector as a whole, effects of potential longer-term changes, budgetary restrictions</p> <ul style="list-style-type: none"> • Issues: global issues, location of production, cost of production, emerging markets, supply chain management, environmental considerations, carbon emissions, genetically modified products, international trade agreements, economic alliances, ethical concerns, global and environmental factors • Addressing deficiencies: reviewing options, stakeholder involvement, feasibility studies, risk assessment, reviewing additional recent material, cost-benefit analysis, consistency with organisational values, market position and share, costs and investments, globalisation, internet advantages.
<p>2. Understand the need for organisational planning.</p>	<p>2.1 Explain the relationship between an organisational vision, mission, strategy and objectives.</p> <p>2.2 Discuss processes organisations apply to identify their goals and values.</p> <p>2.3 Discuss the function of business planning in an organisation.</p>	<ul style="list-style-type: none"> • Links include future destination for the organisation, current organisational activity, long term, plan of action, specific goals for teams, individuals or organisation: responsibility of parts of business/teams/ individuals • Identifying goal and values: vision, mission, values, goals, objectives, strategic planning features direction, focus, resources, time constraints, achievable outcomes, performance indicators, framework for achievement/action
<p>3. Understand the planning cycle for organisations.</p>	<p>3.1 Explain the purpose and format of a business plan.</p>	<ul style="list-style-type: none"> • A business plan-process and steps in a business plan – our current position- Where we are now?

	<p>3.2 Evaluate models used in developing business plans.</p> <p>3.3 Explain the business planning cycle.</p> <p>3.4 Explain the restrictions that may affect a business plan.</p>	<p>Our future goals- Where we want to go the action plan How we go there? implementation and control -How we know we have arrived there? Etc. Develop ideas in detail, identifies potential problems, measures progress, identifies current situation, states goals, financial forecasts, plan implementation, report format</p> <ul style="list-style-type: none"> • Planning models: mechanistic, goals-based, issues-based, alignment planning, scenario planning; organic planning; real time planning; strategy hierarchy; consistency between business strategy and subsidiary strategies • Cycle-analysis of achievement, clear goals/objectives, evaluating progress, motivation, strategies, identifying risks, risk management • Restrictions: lack of skilled staff, time constraints, poor/inadequate facilities, limited equipment/materials, financial limitations, change in customer requirements, competitors, availability of supplies/suppliers, regulations, technology, economic factors
<p>4. Understand the importance of risk management to organisations.</p>	<p>4.1 Explain risk management in an organisational context.</p> <p>4.2 Identify risks facing an organisation.</p> <p>4.3 Explain how to manage risks in an organisation.</p>	<ul style="list-style-type: none"> • Risk Identification, Risk Assessment, Risk Planning, Control Risks, Review Measures. • Evaluation, and prioritisation of risks. • Risks include but not limited to the following: <ul style="list-style-type: none"> ○ Liability risk ○ Marketing risk ○ Project risk ○ Innovation risk ○ Merger & Acquisition risk ○ Security risk ○ Compliance risk ○ Economic risk

		<ul style="list-style-type: none"> ○ Procurement risk ○ Liquidity risk ○ Regulatory risk ● Risk management policy, objectives and mandate and commitment by top management. ● Risk Arrangements include plans, relationships, accountabilities, resources, processes and activities. <ul style="list-style-type: none"> ○ Managing risk: ○ Avoiding the risk ○ Accepting or increasing the risk ○ Removing the risk source ○ Changing the likelihood ○ Changing the consequences ○ Sharing the risk with another party or parties (including contracts and risk financing) ○ Retaining the risk by informed decision
<p>5. Understand the processes to measure organisational performance.</p>	<p>5.1 Describe a range of indicators that are used to measure organisational performance.</p> <p>5.2 Explain methods used to analyse organisational performance.</p> <p>5.3 Explain the use of management information in measuring performance.</p> <p>5.4 Explain how personal and team performance data informs management reports.</p> <p>5.5 Analyse the use of Management Information Systems (MIS) in measuring organisational performance.</p>	<ul style="list-style-type: none"> ● Organisational performance and tools and its indicators L Organisational aims and objectives, targets, key performance indicators, productivity, product/service quality, sales, profit, cost, market share, customer retention, customer satisfaction, stakeholder satisfaction index etc ● SWOT analysis - Strengths, Weaknesses, Opportunities, and Threats, internal surveys, statistics; product life, market share, measures for monitoring and evaluating, unrealised/ emergent strategy, life cycle analysis, impact of globalisation, sustainable competitive advantage, pricing strategies, resource analysis; economies of scale, core skills and competences, organisational culture, market stability, comparative analysis

		<ul style="list-style-type: none"> • Use of management information: planning operations, staffing, ordering/allocation of resources, decision making, monitoring achievement, identifying trends, forecasting, future demand, staffing, identifying problems • Targets met; planned against actual, milestones; KPIs, appraisal results, training completed, where action is required, resource allocation, training and development needs, business planning, workforce planning. • Management Information Systems (MIS): store, display, manage performance data, distribute, communicate information, information for analysis, strategic planning, decision making.
--	--	--

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

- Baron A, Armstrong M – *Managing Performance: Performance Management in Action (Developing Practice)*, 2nd Edition, (Chartered Institute of Personnel and Development, 2004)
- Evans, V., *FT Essential Guide to Developing a Business Strategy: How to Use Strategic Planning to Start Up or Grow Your Business*, (1st edition), FT Publishing International, 2013
- Johnson, G., Scholes, K. and Whittington, R., *Exploring Corporate Strategy: Text and Cases (8th edition)*, FT Prentice Hall, 2007

Managing Human Resources

Unit Reference Number	M/618/6115
Unit Title	Managing Human 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 human resources in the workplace. Learners will develop their knowledge of human resources management theory and link it with human resource management practice currently used in organisations.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand the factors involved in human resource planning in organisations.	1.1 Explain the need for workforce planning. 1.2 Explain the factors to be considered when planning recruitment. 1.3 Explain how legislative and policy frameworks influence selection, recruitment and employment.	<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

		<p>labour, labour costs, workforce skills, government policy, labour market competition, nature of work</p> <ul style="list-style-type: none"> Legislative and policy frameworks ie Equality Act 2010 (UK), equality and diversity, discrimination, employment rights and responsibilities, Health and Safety at Work etc Act 1974, Employment Rights Act 1996, National Minimum Wage Act 1998, contractual terms and conditions Data Protection Act 2018, protection of personal data, Current UK and EU legislation, European Working Time Directive Legislative and policy frameworks relevant to own country.
<p>2. Understand the recruitment and selection process.</p>	<p>2.1 Evaluate different approaches used for recruitment and selection. 2.2 Explain the components of a job description and person specification. 2.3 Explain the stages in the recruitment and selection process. 2.4 Evaluate the benefits of an induction process.</p>	<ul style="list-style-type: none"> Methods: media advertising, agencies, recruitment consultants, job centres, websites, social media, networking; internal promotion, e-recruitment, job portals, professional networks, personal recommendation. Job description: job title, location, role and responsibilities, line management, terms and conditions. Person specification: job title, essential/desirable attributes, skills and knowledge, experience, special aptitudes Recruitment process: job description and person specification, advertising, reviewing potential candidates information, short listing, inviting to interview, appointing new employees, rejection of unsuccessful candidates. Selection: review of application documents, references, CV, shortlisting; interview, assessment process; selecting and appointing.

		<ul style="list-style-type: none"> • Induction process: formal induction to workplace procedures and policies, job role and responsibilities, introduction to line manager/ staff; workplace culture, training and development opportunities, probationary period to assess work performance.
3. Understand how organisations motivate employees.	<p>3.1 Analyse theories of motivation.</p> <p>3.2 Describe the reward systems used by organisations to motivate employees.</p>	<ul style="list-style-type: none"> • Theories e.g. Maslow Hierarchy of Needs Theory, Mayo's Human Relations Theory, Herzberg Two Factor Theory, Frederick Taylor's Scientific Management theory. • Reward systems: pay, performance-related pay, pension schemes, profit sharing, employee share options, mortgage subsidies, relocation fees, bonuses, company vehicles, loans/advances, childcare, school fees, staff discounts, flexible working, leave, uniform/work clothes, health care, extended parental leave, career breaks, subsidised meals
4. Understand the importance of managing employee performance.	<p>4.1 Explain the importance of managing employee performance at work.</p> <p>4.2 Describe methods of measuring employee performance.</p> <p>4.3 Evaluate methods of managing employee performance.</p>	<ul style="list-style-type: none"> • Managing performance: achievement of outcomes, productivity, addressing positive/poor performance, provision of support, reallocation of role/workload, moral/ethical responsibility • Performance indicators, achievement against targets, goal theory, SMART (specific, measurable, achievable, realistic, time-bound) targets, punctuality, attendance; benchmarking • Managing performance: probation/extended probation, supervision, appraisal, supporting employees, mentoring, monitoring, buddying, occupational health, managing work allocation, delegating authority, responsibility, capacity, competence, autonomy, linking rewards to performance; discipline, employee development, promotion opportunities

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	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)
- Yeung, R. – *Successful Interviewing and Recruitment (Creating Success)* (revised edition) (Kogan Page, 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,

		<p>job descriptions, person specifications, future plans for organisation, progression routes, 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 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

		<p>they meet current and future needs.</p> <ul style="list-style-type: none"> • 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)

Teamwork

Unit Reference Number	T/618/6116
Unit Title	Teamwork
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 are introduced to the advantages of teamwork and why team members need a range of skills and strengths to complete tasks successfully. Learners will also develop an understanding of how to reflect on their own and the team's effectiveness in completing set tasks.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand the benefits and challenges of working in a team to complete a task.	1.1 Compare characteristics of teams with groups. 1.2 Explain the advantages of working as a team to complete a task. 1.3 Explain the challenges of working as a team to complete a task.	<ul style="list-style-type: none"> • Team vs groups, formal and informal groups, characteristics of teams vs groups. • Advantages: employee/learner strengths and weaknesses, balance of skills, motivate/encourage/support each other, skills of all members are 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

		making, clear communication, addressing conflict/misunderstanding.
2. Understand the need for a team to work to an agreed code of conduct.	<p>2.1 Identify the main factors that determine the effectiveness of a team at workplace</p> <p>2.2 Describe how a code of conduct can benefit team working.</p> <p>2.3 Explain the consequences of team members not following an agreed code of conduct.</p>	<ul style="list-style-type: none"> • Nature of effective teams, Factors affecting team effectiveness – team members, diversity, leadership, cohesiveness, communication, coordination, team maturity etc • Code of conduct: set of behaviours/attitudes abide b, resulting in effective teamwork, every member should contribute, everyone should listen to views of team members, value contributions of others, accept constructive criticism, consult with other team members, make decisions as a group, follow group decisions, carry out agreed responsibilities, discuss areas of disagreement, avoid conflict • Consequences: tasks not completed, not completed correctly, not to appropriate standard, conflict in team, confusion about tasks and responsibilities, feeling let down, reluctant or anxious about working or learning with others in future.
3. Know how to recognise the different strengths, skills and experiences different people bring to a team.	<p>3.1 Explain how to identify own strengths, skills and experiences relevant to a task being undertaken by a team.</p> <p>3.2 Describe how to identify strengths, skills and experiences that other members bring to a particular team.</p>	<ul style="list-style-type: none"> • Teamwork skills, strengths and experiences: practical skills, IT, good with numbers and money, interpersonal skills, friendly, enthusiastic, loyal, communication skills, confident speaker, good listener, motivational skills, good at encouraging or helping others, organisational skills, delegation • Assess: use of observation, monitoring, group discussion, supervision, appraisal, feedback.
4. Understand how to allocate roles and responsibilities within the team in	4.1 Explain how to agree with other team members the roles and responsibilities of each member of	<ul style="list-style-type: none"> • Agree roles and responsibilities: review of

relation to a given task.	the team. 4.2 Describe how each role contributes to the team’s objectives and the completion of the team task.	objectives of team task, timescale/deadline for completion, awareness of skills and strengths of team members, matching skills and strengths of team members to tasks <ul style="list-style-type: none"> How each role contributes: motivation, achievement, participation, support for the team as a whole, sense of pride.
5. Understand how to reflect on the performance of a team.	5.1 Explain how individual performance can contribute to the overall performance of the team. 5.2 Recommend ways to improve the work of a team for future tasks.	<ul style="list-style-type: none"> Individual performance: follow code of conduct, complete individual task fully and on time, carry out agreed responsibilities, help/support others, offer feedback or advice to others, contribute to success of whole task. Ways to improve planning, decision making, organisation, allocation of tasks, access to support and advice, peer review, reflection.

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

- Belbin, M. (1981). *Management Teams: Why they succeed or fail*. London: Heinemann
- Tuckman, B (1965) *Developmental sequence in small groups*, *Psychological Bulletin*, 63(6), 384-99

Leadership and Management Skills

Unit Reference Number	A/618/6117
Unit Title	Leadership and Management 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

This unit focuses on the role, functions and processes of leadership and management. It provides learners with the knowledge and understanding of methods used to provide direction to a team and how managers utilise the information available to make effective decisions and find solutions to problems.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – The learner will:	Assessment Criteria – The learner can:	Indicative contents
1. Understand the difference between leadership and management.	1.1 Explain the difference between leadership and management. 1.2 Analyse the differences in the influence of managers and leaders on their teams. 1.3 Evaluate the influence of leadership and management on team behaviour and organisation performance.	<ul style="list-style-type: none"> Managers: lead through formal authority, focus on control, structure and systems, accepts boundaries, communicate information, react to change; exercise power over people Leaders: lead by example, enable problem solving, provides vision, innovate through developing people, persuade people to make changes, inspires trust, develop power with people. Management theories e.g. scientific

		<p>management (F W Taylor); human relations (G E Mayo); behavioural e.g. D M McGregor); systems theory (L von Bertalanffy), contingency (F E Fielder); chaos theory (T Peters); differences between management and leadership.</p> <ul style="list-style-type: none"> • Leadership principles; strategic vision creation; mission; aims; inspiring others; influencing others; establishing culture; establishing structure; determining policy framework; providing direction; leadership theories e.g. trait theory, behavioural theory; transformational leadership; management principles; implement vision to achieve objectives; plan; co-ordinate; monitor; control; optimise. • Positive and negative influences • Business performance: • Improving business performance; developing and leading; effective management of resources; innovation; implementing change, reviewing objectives; reviewing performance; stakeholder engagement, • Negative impact of ineffective leadership and management e.g. loss of competitive advantage; stagnation; decline organisational structures.
<p>2. Understand leadership and management styles and theories.</p>	<p>2.1 Evaluate the suitability and impact of leadership styles in different contexts. 2.2 Explain theories and models of motivation and their application in the workplace.</p>	<ul style="list-style-type: none"> • Leadership styles: autocratic, paternalistic, democratic, laissez-faire • Situations: conflict, reactionary, change, development, crisis, pressures, staffing, motivation. • Motivation theory: theories of motivation eg

<p>3. Understand the role, functions and responsibilities of management.</p>	<p>3.1 Analyse a manager's responsibilities for planning and completing work. 3.2 Explain how managers ensure that team objectives are met. 3.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives. 3.4 Explain the operational constraints imposed by budgets. 3.5 Explain the importance of effective leadership when implementing change.</p>	<p>Taylor, Mayo, Maslow, Herzberg, McGregor, McClelland, Vroom</p> <ul style="list-style-type: none"> • Planning/and completing: types of planning, stakeholder engagement, decision making, forecasting, setting and reviewing SMART objectives and target, contingency planning, lines of communication. • Meeting objectives: providing direction, leading and inspiring, guidance, resource provision, team communications, performance development reviews, meeting training and development needs, action planning, evaluation, review., rewarding good performance; remedying poor performance e.g. mentoring; counselling, training, development, discipline, termination of employment. • Achievement: operational/tactical planning, ensuring there are sufficient resources, managing performance to meet targets, managing change, organisational culture and values, managing budgets, developing operational procedures/policies. • Budgetary constraints: lack of investment, inability to implement an effective quality assurance systems, inadequate supply of parts/materials; inability to meet new orders, capacity limitations, under-utilisation of machinery and equipment, lack of staff, limited access to expertise, lack of training and development, staff attrition, demotivated staff. • Types of change: step change; incremental change.
--	---	--

		<ul style="list-style-type: none"> • Importance of effective leadership: two way communication, vision, sustains drive, supplies motivation, a positive and professional environment, agreeing roles and responsibilities, ensuring resources, engages and empowers employees, reduces absenteeism, establishes direction and drives processes forward; ensures timely completion of tasks to budget and meeting quality required.
<p>4. Understand the principles of effective decision making.</p>	<p>4.1 Explain the importance of analysing the potential impact of decision making. 4.2 Explain the importance of obtaining sufficient valid information to support decision making. 4.3 Explain the importance of decisions underpinning business objectives, values and policies. 4.4 Explain how to address issues that are barriers to achievement.</p>	<ul style="list-style-type: none"> • Importance: provides focus, foundation, basis for identifying the success criteria, clarity for decision makers, improves effectiveness of decisions taken, reference point for final decisions. • Obtaining information: decisions are taken by the right people, ensures that appropriate objectives and criteria are agreed, efficient and effective decision making process, decision making is supported by the appropriate data. • Underpinning: supports the development of organisational image and culture, ensures consistency with the business strategy, achievement of business objectives, avoids conflict between departments, employees aware of their contribution to business performance, staff engagement and motivation. • Addressing barriers: team and one-to-one meetings to agree targets, problem solving groups, resource planning and allocation, problem solving techniques, staff training and development, 360 degree appraisal, quality management systems, objective and target

		setting.
--	--	----------

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	Coursework	3000 words

Indicative Reading list

- Beech, N., MacIntosh, R., – *Managing Change: Enquiry and Action* (Cambridge University Press, 2012)
- Brent, M. and Dent, E. – *The Leader's Guide to Managing People* (Pearson Education Limited, 2013)
- Kotter, J.P., – *Leading Change* (Harvard Business Review Press, 2012) ISBN 9781422186435
- Nelson, B. and Economy, P. – *Managing for Dummies* (John Wiley & Sons, 3rd edition, July 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.