



# **OTHM LEVEL 7 DIPLOMA IN HUMAN RESOURCE MANAGEMENT**

Qualification Number: 603/5897/X

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Specification | May 2020

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## QUALIFICATION OBJECTIVES

The objective of the OTHM Level 7 Diploma in Human Resource Management qualification is to provide learners with the skills and understanding in human resource management (HRM) that align with good strategic decision making to maintain organisations' competitive advantage.

Learners acquire knowledge through an integrated approach of theory in human resource management and practice using real-time activities. Successful completion of this qualification will develop learners' strategic human resource management and leadership skills and their ability to focus on the requirements of implementing an organisation's strategy.

The Level 7 Diploma in Human Resource Management qualification enables learners to progress into or within employment and/or to work toward a relevant Master's programme with advanced standing.

## QUALITY, STANDARDS AND RECOGNITIONS

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

OTHM has progression arrangements with several UK universities that acknowledge the ability of learners after studying 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 7 Diploma in Human Resource Management |
| Ofqual Reference Number        | 603/5897/X  |
| Regulation Start Date          | 28/05/2020  |
| Operational Start Date         | 01/06/2020  |
| Duration                       | 1 Year  |
| Total Credit Value             | 120 Credits                                       |
| Total Qualification Time (TQT) | 1200 Hours  |
| Guided Learning Hours (GLH)    | 600 Hours   |
| Sector Subject Area (SSA)      | 15.3 Business Management                          |
| Overall Grading Type           | Pass / Fail                                       |
| Assessment Methods             | Coursework  |
| Language of Assessment         | English   |

## EQUIVALENCES

The OTHM Level 7 diplomas on the Regulated Qualifications Framework (RQF) are at the same level as master's degrees. However, they are shorter (120 credits) and learners will have to proceed to the dissertation stage (60 credits) with university to achieve a full masters programme.

## QUALIFICATION STRUCTURE

The OTHM Level 7 Diploma in Human Resource Management qualification consists of 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH) for the completed qualification.

| Unit Ref. No. | Mandatory Units                                     | Credit | GLH | TQT |
|---------------|---|--------|-----|-----|
| J/618/1339    | Strategic Human Resource Management                 | 20     | 100 | 200 |
| A/618/1340    | Engagement of Employees and Organisational Learning | 20     | 100 | 200 |
| F/618/1341    | Leadership Development and Performance Management   | 20     | 100 | 200 |
| J/618/1342    | Global Resourcing, Talent and Reward Management     | 20     | 100 | 200 |
| L/618/1343    | Managing Employment Relations and Employment Law    | 20     | 100 | 200 |
| T/508/0626    | Business Research Methods                           | 20     | 100 | 200 |

## 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

For entry onto the OTHM Level 7 Diploma in Human Resource Management qualification, learners must possess:

- An honours degree in related subject or UK level 6 diploma or an equivalent overseas qualification
- Mature learners with management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)
- Learners must be 21 years old or older at the beginning of the course

- **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](http://www.othm.org.uk) page in our website [www.othm.org.uk](http://www.othm.org.uk).

## PROGRESSION

The OTHM Level 7 Diploma in Human Resource Management qualification enables learners to progress into or within employment and/or continue their further study. As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), learners are eligible to progress to Master's top-up at many universities in the UK and overseas with advanced standing. For more information visit [University Progressions](http://www.othm.org.uk) page in our website [www.othm.org.uk](http://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**

## Strategic Human Resource Management

|                                |                                     |
|--------------------------------|-------------------------------------|
| Unit Reference Number          | J/618/1339                          |
| Unit Title                     | Strategic Human Resource Management |
| Unit Level                     | 7                                   |
| Number of Credits              | 20                                  |
| Total Qualification Time (TQT) | 200                                 |
| Guided Learning Hours (GLH)    | 100                                 |
| Mandatory / Optional           | Mandatory                           |
| Sector Subject Area (SSA)      | 15.3 Business Management            |
| Unit Grading type              | Pass / Fail                         |

### Unit Aims

The aim of this unit is to develop learners' understanding of how effective strategic management of human resources supports the achievement of organisational objectives in different contexts. The learner will also learn the process of analysing external and internal factors that affects an organisation and how the contextual factors are used to develop an effective HR strategy. Consideration is given to the contribution of strategic human resource management to competitive advantage and organisational growth.

### Learning Outcomes, Assessment Criteria and Indicative Contents

| Learning Outcomes – the learner will:                              | Assessment Criteria – the learner can:   | Indicative contents  |
|--|--|--|
| 1. Understand the role of strategic management of human resources. | 1.1 Critically examine the nature and importance of strategic human resource management in organisations.<br>1.2 Assess the role and purpose of strategic human resource management activities in an organisation.<br>1.3 Evaluate how strategic human resource management is related to other functional areas. | Definition; features of HRM approach; <ul style="list-style-type: none"> <li>○ HRM models:</li> <li>○ D. Guest, M. Patterson,</li> <li>○ best practice model,</li> <li>○ contingency model,</li> <li>○ Harvard Framework;</li> <li>○ personnel management and HRM;</li> <li>○ activities of HRM;</li> </ul> HRM strategy; organisational strategy;<br>HRM strategy benefits for organisations; interrelationships between HRM and organisational strategies;<br>Organisational performance and HRM strategy; |



|  |  |  |
|--|--|--|
|  |  | <p>Organisational strategy influence on HRM strategy;</p> <ul style="list-style-type: none"> <li>○ value creation;</li> <li>○ human capital management;</li> </ul> <p>HRM strategy business focus;</p> <ul style="list-style-type: none"> <li>○ effective HRM;</li> <li>○ evaluation of strategic human resource management contribution e.g. characteristics, importance, techniques; the changing patterns of effective human resource management; the effect of globalization; and the use of IT.</li> </ul>  |
| <p>2. Understand human resource planning in an organisation.</p> | <p>2.1 Analyse the business factors that should be considered in human resource planning.</p> <p>2.2 Determine human resource requirements in different organisational contexts.</p> <p>2.3 Develop a human resource plan for an organisation.</p> | <ul style="list-style-type: none"> <li>● Growth in business; changes in business; labour market competition; labour cost substitution; development of employee; control of labour cost; operations location; work nature changing; productivity increase; efficiency increase; technological impact; competition in business; declination of business;</li> <li>● Personnel prerequisites identification: experiences, skills, qualifications, numbers; personnel matching to organisational prerequisites; basic prerequisite factors: skills, demand and supply of labours, workforce; external factors: policies of governments, education, employment, regional or industrial training; competitions in labour market; human resource planning e.g. features and requirements; functionalities e.g. selection and recruitment, retention, skill development, up-skilling, re-skilling, succession planning; outputs; resource demand; success factors; planning length e.g. short, medium and long; and costs and benefits of the business.</li> </ul> |

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| <p>3. Understand how contemporary issues in external business environment impact organisations and the management of Human Resources.</p> | <p>3.1 Apply the tools for analysing the organisational environment.<br/>                     3.2 Critically evaluate how contemporary issues in external business environment impact organisations and the management of Human Resources.<br/>                     3.3 Critically evaluate legal and regulatory frameworks that impact on Human Resource strategy.</p> | <ul style="list-style-type: none"> <li>• Models of analysis an organisational and its environment e.g.: SWOT, PEST, Mckinsey7S, natural system model, cognitive model, meta models. HR Metrics, employee surveys, audits and workforce analytics.</li> <li>• Demographic trends, multi-generational and diverse workforce; legislation, environmental (green) impacts, technology developments and virtual workforce, chronic health issues of workforce, career development, organisational development and change, employee benefits and remuneration, diversity, global mobility and work/life issues.</li> <li>• Legislative frameworks of own country: eg.UK: Employment Act (2008), Data Protection Act (1998), Disclosure and Barring Service (DBS), Health and Safety Act (1974), Equality Act (2010), Eligibility to Work in UK, Safeguarding Children and Vulnerable Adults, EU Working Time Directive.</li> </ul> |
| <p>4. Be able to plan effective human resource strategies.</p>  | <p>4.1 Analyse the impact of organisational strategy, structure and culture on HR strategy and the management of human resources.<br/>                     4.2 Plan an effective HR strategy.<br/>                     4.3 Critically monitor the effectiveness of human resources management.</p>  | <ul style="list-style-type: none"> <li>• Relationship of organisational strategy with HR strategy.</li> <li>• Ethics in human resource management e.g. discrimination, harassment, racism, gender preference, nepotism, favouritism; employee satisfaction; compliance and grievance; culture and structure;                         <ul style="list-style-type: none"> <li>○ culture led theoretical models: Schein, Hofstede, Handy; culture of organisation; interrelationships between HRM activities and culture;</li> <li>○ the requirement for effective human resource strategies; SMART objective target settings (specific, measurable, achievable, realistic, time-based);</li> <li>○ importance of monitoring effective human resource management; policies, strategies, operations; HRM contributions; benefits; costs; use of resources; effectiveness; ineffectiveness;</li> </ul> </li> </ul>                |

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|--|--|---|
|  |  | <p>information collection on HRM performance; performance indicator development;</p> <ul style="list-style-type: none"> <li>○ evaluation of HRM performance indicators; quantitative measurement: person output, productivity, retention of</li> <li>○ employee, turnover of staff, cost saving; qualitative measurement: stakeholder perspectives, employee attitude surveys, HRM performance benchmarking, service level standards and agreements of HRM; costs and benefits utility analysis; and HRM improvement proposals and activities.</li> </ul> |
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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 |
|-----------------------------|-----------------------------------|--------------------|------------|
| All 1 to 4                  | All ACs under LO 1 to 4           | Report             | 4500       |

## Indicative Reading list

Adair, J. and Allen, M. (2003). *The Concise Time Management and Personal Development*. London: Thorogood.

Megginson, D. (2007). *Continuing Professional Development*. London: Chartered Institute of Personnel & Development.

Truss, C., Mankin, D. and Kelliher, C., (2012). *Strategic Human Resource Management*. Oxford: University Press.

## Engagement of Employees and Organisational Learning

|                                |   |
|--------------------------------|---|
| Unit Reference Number          | A/618/1340  |
| Unit Title                     | Engagement of Employees and Organisational Learning |
| Unit Level                     | 7   |
| Number of Credits              | 20  |
| Total Qualification Time (TQT) | 200   |
| Guided Learning Hours (GLH)    | 100   |
| Mandatory / Optional           | Mandatory   |
| Unit Grading Structure         | Pass / Fail   |

### Unit Aims

The aim of this unit is to develop learners' understanding of contemporary issues in the Engagement of Employees, Organisational Learning, people management and development. Learners will examine and critically evaluate the purpose and objectives of human resource management and designing and implementation of HR action plans for promoting employee engagement and organisational performance.

### Learning Outcomes, Assessment Criteria and Indicative Contents

| Learning Outcomes – the learner will:  | Assessment Criteria – the learner can:  | Indicative contents   |
|--|---|---|
| 1. Understand the role of the Human Resource function in contemporary organisations. | 1.1 Discuss the responsibilities of HR in relation to relative the organisational objectives.<br>1.2 Analyse the role of HR in relation to organisational learning and effective change management.<br>1.3 Critically evaluate the Process and factors of effective Workforce planning. | <ul style="list-style-type: none"> <li>• Develop, advise, and implement policies relating to the effective use of personnel within an organisation. Organisational development and organisational learning. Theories of learning.</li> <li>• The formulation and implementation of processes of learning and talent development strategies.</li> <li>• Process and factors of Workforce planning and skill mix, training and development contribute to the delivery of organisational aims and objectives.</li> <li>• Change management.</li> <li>• Change barriers: e.g. Uncertainty, poor planning, lack</li> </ul> |

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|---|--|--|
|   |  | of consensus, resistance, leadership challenges and manager challenges.  |
| 2. Understand the goals of Human Resource management.   | <p>2.1 Analyse approaches and models of HR service delivery within organisations.</p> <p>2.2 Evaluate HR functions between organisations from different sectors.</p> <p>2.3 Analyse methods of evaluating HR function.</p> <p>2.4 Evaluate the possible contribution of HR in organisational performance and objectives.</p>   | <ul style="list-style-type: none"> <li>• Changing context of HR delivery; classic, business partnering, shared services, centres of expertise; normative perspective, the critical perspective, behavioral perspective, systems perspective, and agency or transaction cost perspective; challenges; and drivers, skills, boundaries.</li> <li>• Evaluation: Rationale for evaluating HR functions, i.e. future investment, improvement, workforce planning and intellectual capital, accountability, motivation and productivity.</li> <li>• Evaluation models, Kirkpatrick, return on investments models, “Balanced Scorecard” and others. Public private, sector goals, aims and objectives and differences.</li> </ul> |
| 3. Understanding, designing and implementation of HR action plans for promoting employee engagement and organisational performance. | <p>3.1 Analyse factors affecting employee learning and employee engagement in a given context</p> <p>3.2 Explore the critical contribution of employee engagement as a route to strategic and competitive excellence within a high-performance working environment.</p> <p>3.3 Design and implement an HR action plans for promoting employee engagement and organisational performance.</p> | <ul style="list-style-type: none"> <li>• The concept of theories of employee engagement, the relationship of employee engagement, learning, managerial leadership.</li> <li>• HR strategies and development of human resource management (HRM) competitive differentiators.</li> <li>• Factors affecting employee learning and employee engagement.</li> <li>• The relationship of employee engagement with employee performance and organisational performance.</li> <li>• Design and implement action plans for promoting employee engagement and organisational performance.</li> </ul>   |

|  |   |   |
|--|---|---|
| <p>4. Understand the correlation between organisational performance and management of Human Resources.</p> | <p>4.1 Examine HR contemporary issues affecting organisational performance.<br/>                 4.2 Critically analyse the impact of investment in human capital on organisational performance.<br/>                 4.3 Critical examine approaches to evaluating the effectiveness of the HR function.<br/>                 4.4 Critically evaluate the role of Human Resources in evaluating organisational performance in an organisation.</p> | <ul style="list-style-type: none"> <li>• Understanding contemporary issues (PESTEL, Competition, organisational) that affect organisational performance. HRM</li> <li>• Performance relationship: theoretical frameworks such as HRM practice leads to HR outcomes leads to organisational performance what leads to what i.e 'black box' studies; Gallup studies; strength based performance management; definition of human capital ie. economic value of employee skills etc. decision making, education, training, health; and HR metrics.</li> <li>• Rating scales, critical incidents, job satisfaction, objective production, judgemental evaluation, peer and self-assessment and negotiated performance appraisal.</li> <li>• Evaluation of HR functions, i.e. Future investment, improvement, workforce planning and intellectual capital, accountability, motivation and productivity etc. Evaluation models. Kirkpatrick, return on investments models, "Balanced Scorecard" and others.</li> </ul> |
|--|---|---|

## 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 |
|-----------------------------|-----------------------------------|--------------------|------------|
| All 1 to 4                  | All ACs under LO 1 to 4           | Report             | 4500 words |

## Indicative Reading list

Bothma, R. and Brewster, C. (2012). *Contemporary Issues in Human Resource Management*. Oxford: Oxford University Press

Boxall, P., Purcell, J. and Wright, P. (2007). *The Oxford Handbook of Human Resource Management*. Oxford: OUP.

Cascio, W. and Boudreau, J. (2010). *Investing in People: Financial Impact of Human Resource Initiatives Hardcover*. London: Pearson FT Press.

Gibb, S. (2007). *Human Resource Development: Processes, Practices and Perspectives*. Basingstoke: Palgrave.

Marchington, M. & Wilkinson, A. (2011). *Human Resource Management at Work: People Management & Development*. 5th Edition. London: CIPD.

Rees, G. and French, R. (2013). *Leading, Managing and Developing People*. London: Chartered Institute of Personnel and Development.

Taylor, S. (2011). *Contemporary Issues in Human Resource Management*. London: CIPD.

## Leadership Development and Performance Management

|                                |   |
|--------------------------------|---|
| Unit Reference Number          | F/618/1341  |
| Unit Title                     | Leadership Development and Performance Management |
| Unit Level                     | 7   |
| Number of Credits              | 20  |
| Total Qualification Time (TQT) | 200   |
| Guided Learning Hours (GLH)    | 100   |
| Mandatory / Optional           | Mandatory   |
| Unit Grading Structure         | Pass / Fail                                       |

### Unit Aims

This unit aims to develop learners' strategic leadership and management knowledge and skills. The learners will also learn the role of leadership and management in enhancing teamwork, effective communication and organisational performance. The unit reflects the nature of the roles and competences relevant at a strategic level.

### Learning Outcomes, Assessment Criteria and Indicative Contents

| Learning Outcomes – the learner will:                    | Assessment Criteria – the learner can:   | Indicative contents  |
|--|--|--|
| 1. Understand the concepts of leadership and management. | 1.1 Examine key concepts of leadership and management.<br>1.2 Analyse different leadership and management theories and their respective applications.<br>1.3 Critically evaluate a range of approaches to developing effective leaders and managers. | <ul style="list-style-type: none"> <li>• Concepts of leadership and management: difference &amp; similarity between leadership and management.</li> <li>• Dimensions of leadership trait theory, process theory, leadership styles, transactional and transformational theory, contingency, task vs relationship, integrated leader-manager, situational leadership theory; trait theory, classic management theory, human relations theory, neo human relations theory and system theory.</li> <li>• Concept and indicators of an effective leader and an effective manager, the significance of competency models; instructional learning, emotional intelligence, cultural intelligence self-awareness in developing effective leaders and managers.</li> </ul> |



|  |  |  |
|--|--|--|
| <p>2. Understand learning and development in leadership and management.</p>                                | <p>2.1 Analyse coaching and mentoring as tools for developing leadership and management.<br/>2.2 Critically evaluate trends in workplace learning.<br/>2.3 Examine strategies for integrating learning and development within the wider organisational strategy.</p>   | <ul style="list-style-type: none"> <li>• Definition of training, coaching, mentoring, preceptorship; power equations, duration, boundaries.</li> <li>• Trends in learning, e.g. collaborative learning. mobile delivery, personalisation, showing value, synchronised online delivery, the cloud, technology, micro learning, neuroscience, coaching in talent management, alignment with business objectives, measuring impact, individualist reflection and skills acquisition.</li> <li>• Economic influences: funding of training.</li> <li>• National economic climate and priorities.</li> </ul>   |
| <p>3. Understand leadership and management development programmes.</p>                                     | <p>3.1 Analyse indicators of success for effective leadership and management development programmes.<br/>3.2 Critically analyse approaches to evaluating leadership and management development programmes.</p>   | <ul style="list-style-type: none"> <li>• Leadership gap indicator, metrics,             <ul style="list-style-type: none"> <li>○ leadership competencies,</li> <li>○ accountability,</li> <li>○ outcomes:</li> <li>○ Internal,</li> <li>○ external,</li> <li>○ impacts and influence on organisational performance</li> <li>○ value for money and change measurement.</li> </ul> </li> </ul>   |
| <p>4. Understand the role of motivation, teamwork and effective communication in effective leadership.</p> | <p>4.1 Analyse methods developing effective teams for performance improvement.<br/>4.2 Evaluate the role of effective motivation using theories &amp; models of motivation in performance management.<br/>4.3 Evaluate the relationship of effective leadership with effective communication using relevant theories and examples.</p> | <ul style="list-style-type: none"> <li>• Relationship between leadership, motivation, teamwork and communication and performance.</li> <li>• Concept of employee performance and organisational performance.</li> <li>• Group dynamics and Team and related factors,             <ul style="list-style-type: none"> <li>○ Tuckman's model of group development, Belbin's team roles,</li> <li>○ Theories &amp; models of motivation: Maslow's Need Hierarchy,</li> <li>○ Herzberg's Motivation Hygiene Theory, Vroom's Expectancy Theory</li> <li>○ Berlo's SMCR Model of Communication</li> <li>○ Shannon–Weaver Model of effective communication, communication barriers &amp; effective communication.</li> </ul> </li> </ul> |

## 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                       | All ACs under LO1                 | Presentation       | 10 minutes                  |
| All 2 to 4                  | All ACs under LO 2 to 4           | Report             | 4000 words                  |

## Indicative Reading List

Buchanan D Huczynski A (2013) *Organizational Behaviour*. Pearson; 8 edition, ISBN-10: 0273774816

Gill, R. (2006). *Theory and Practice of Leadership*. London: Sage.

Gold. J., Thorpe, R. and Mumford, A. (2010). *Leadership and Management Development*, 5<sup>th</sup> Edition. London: CIPD.

Kouzes, J. M. and Posner, B. Z. (2008). *The Leadership Challenge*. 4th Edition. New York: Jossey-Bass. London: CIPD.

Mabey, C. and Finch-Lees, T. (2008). *Management and Leadership Development*. London: Sage.

## Global Resourcing, Talent and Reward Management

|                                |   |
|--------------------------------|---|
| Unit Reference Number          | J/618/1342                                      |
| Unit Title                     | Global Resourcing, Talent and Reward Management |
| Unit Level                     | 7   |
| Number of Credits              | 20  |
| Total Qualification Time (TQT) | 200   |
| Guided Learning Hours (GLH)    | 100   |
| Mandatory / Optional           | Mandatory                                       |
| Unit Grading Structure         | Pass / Fail                                     |

### Unit Aims

The aim of this unit is to develop learners' understanding of the principles and practices of resourcing, Global talent management, performance and reward management in corporate contexts. Learners will acquire both theoretical and practical understanding of recruitment, selection, employee retention and dismissal and related aspects of Global talent management. The learners will also learn the diverse approaches to effective reward and performance management in the global context.

### Learning Outcomes, Assessment Criteria and Indicative Contents

| Learning Outcomes – the learner will:                              | Assessment Criteria – the learner can:   | Indicative contents   |
|--|--|---|
| 1. Understand the challenges involved in global talent management. | 1.1 Examine the roles and functions of those involved in global talent management.<br>1.2 Examine the key factors to be taken into account when managing the talent on a global scale.<br>1.3 Evaluate the barriers to effective global talent management.<br>1.4 Critically assess the role of global mobility on global talent management. | Definitions: <ul style="list-style-type: none"> <li>○ Succession planning;</li> <li>○ HR development;</li> <li>○ organisational learning;</li> <li>○ competitive talent flow;</li> <li>○ stakeholders;</li> <li>○ drivers of talent management;</li> <li>○ normative and prescriptive notions of talent management systems;</li> <li>○ defining leadership and talent pipeline requirements.</li> </ul> |

|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>○ Barriers to corporate enhancement of talent; Talent management failure;</li> </ul> <p>Agency theory;</p> <ul style="list-style-type: none"> <li>○ self-serving mechanisms and bounded rationality and decision-making theories; retention;</li> <li>○ legitimacy;</li> <li>○ home country management vs host country(s) context and social acceptance;</li> <li>○ commitment and buy-in;</li> <li>○ notions of power;</li> <li>○ reputation;</li> <li>○ global leadership skills;</li> <li>○ economic climates.</li> </ul>   |
| 2. Understand the Relationship between Global talent Management and Organisational strategy. | <p>2.1 Evaluate the impact of international globalisation and diversity in global talent management.</p> <p>2.2 Evaluate the role of global talent management in the achievement of organisational goals and objectives.</p> <p>2.3 Analyse how global talent management has impacted on the performance of organisations.</p> | <p>Talent management strategy,</p> <ul style="list-style-type: none"> <li>○ drivers of alignment,</li> <li>○ corporate/organisational commitment governance,</li> <li>○ developing appropriate metrics;</li> <li>○ responsibility;</li> <li>○ measuring compliance with process;</li> <li>○ justify investment in talent;</li> <li>○ external credibility to stakeholders;</li> <li>○ tracking impact on business strategy; and role of HR</li> </ul>   |
| 3. Analyse performance and reward management in organisations.                               | <p>3.1 Critically review theories and models of performance and reward management.</p> <p>3.2 Analyse the relationship between global talent management and performance management.</p> <p>3.3 Evaluate how performance management operates as a form of reward.</p>   | <p>The relationship between talent management and performance management.</p> <ul style="list-style-type: none"> <li>○ Performance management cycles;</li> <li>○ goal-setting theory;</li> <li>○ expectancy theories;</li> <li>○ extrinsic and intrinsic rewards,</li> <li>○ building high engagement culture;</li> <li>○ behavioural impact.</li> </ul> <p>External factors:</p> <ul style="list-style-type: none"> <li>○ Power balance and culture,</li> <li>○ financial remuneration,</li> <li>○ environment, recognition,</li> <li>○ internal factors:</li> </ul> |

|   |   |   |
|---|---|---|
|   |   | <ul style="list-style-type: none"> <li>○ motivation; ownership,</li> <li>○ meaningful task;</li> <li>○ team compositions,</li> <li>○ Core norms;</li> <li>○ learning and development articulate</li> <li>○ workforce skills and competencies and capabilities;</li> <li>○ link with HRM strategy and reward;</li> <li>○ influence on L&amp;D strategy;</li> <li>○ applying L&amp;D strategy.</li> </ul>   |
| <p>4. Understand the design and implementation of performance and reward management systems within the environment of the organisation.</p> | <p>4.1 Critically analyse external and internal environmental factors that influence performance and reward management.</p> <p>4.2 Evaluate the relationship between performance and reward management and workforce learning and development.</p> <p>4.3 Evaluate performance and reward management systems, design and procedures in an organisation.</p> <p>4.4 Evaluate the different methods of measuring employee and organisational performance.</p> | <p>Design of reward system:</p> <ul style="list-style-type: none"> <li>○ Design options process/content;</li> <li>○ basis for a reward;</li> <li>○ performance payoff;</li> <li>○ incentive,</li> <li>○ administration,</li> <li>○ fairness,</li> <li>○ incentives clearly linked to target,</li> <li>○ ownership of targets to directly achieve;</li> <li>○ relationship with strategic planning.</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>○ Designing feedback systems;</li> <li>○ the consequence of performance and reward systems;</li> <li>○ Benchmark data e.g. salary, performance; staff satisfaction, attrition and vacancy rate,</li> <li>○ competency skill,</li> <li>○ sales growth or other output measure of success,</li> <li>○ economic valued added;</li> <li>○ barriers to assessment and effectiveness measures: time, lack of training and lack of motivation</li> </ul> |

## 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                       | All ACs under LO1                 | Presentation       | 10 minutes                  |
| All 2 to 4                  | All ACs under LO 2 to 4           | Report             | 4000 words                  |

## Indicative Reading list

Corby, S., Palmer, S. and Lindop, E. (2008). *Trends and Tensions: An Overview-in-Rethinking Reward, Rethinking Reward*. Basingstoke: Palgrave Macmillan.

Hutchinson, S. (2013). *Performance Management*. London: Chartered Institute of Personnel and Development.

Iles, P. and Zhang, C. (2013). *International Human Resource Management: A Cross-cultural and Comparative Approach*. London: Chartered Institute of Personnel and Development.

John, P. (2009). *People Management and Performance*. Abingdon, Oxon: Routledge.

Luthans F., Doh, J. P. and Hodgetts, R. M. (2009). *International Management: Culture, Strategy, and Behaviour*. Boston, Mass.: McGraw-Hill/Irwin.

Marchington, M., Wilkinson, A. and Marchington, L. (2012). *Human resource management at work*. London: Chartered Institute of Personnel and Development.

Scullion H. and Collings, D. G. (2010). *Global Talent Management*. London: Routledge.

## Managing Employment Relations and Employment Law

|                                |  |
|--------------------------------|--|
| Unit Reference Number          | L/618/1343                                       |
| Unit Title                     | Managing Employment Relations and Employment Law |
| Unit Level                     | 7  |
| Number of Credits              | 20   |
| Total Qualification Time (TQT) | 200  |
| Guided Learning Hours (GLH)    | 100  |
| Mandatory / Optional           | Mandatory  |
| Unit Grading Structure         | Pass / Fail                                      |

### Unit Aims

The aim of this unit is to develop learners' understanding of the key principles that underpin Managing Employment Relations. The learners will develop understanding of employee relation & Employment Law and their purpose, specifically focusing on recruitment and selection legislation and the employment protection provided for different types of organisation.

### Learning Outcomes, Assessment Criteria and Indicative Contents

| Learning Outcomes – the learner will:                      | Assessment Criteria – the learner can:   | Indicative contents   |
|--|--|---|
| 1. Understand key concepts in employment law in a country. | 1.1 Examine aims and objectives of employment legislation.<br>1.2 Analyse the impact of regulatory and legal requirements on human resource policies in an organisation.<br>1.3 Analyse the impact of ethical requirements on human resource policies in an organisation.<br>1.4 Explain the purpose of human resource policy. | <ul style="list-style-type: none"> <li>The core principles that underpin employment law as it applies in the country, including common law, their purpose, origin and practical implications.</li> <li>Legislature in own country: Domestic / regional / international; treaties, regulations, directives.</li> <li>Rights and responsibilities of employment; payment related regulatory and legal rights; data protection, conditions and contract terms: e.g. Data Protection Act 1998, National Minimum Wage Act 1998, Equal Pay Act 1970, Employment Relations Act 2004, Employment Rights Act 1996, Employment Act 2008,</li> </ul> |

|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>• Policy purposes; selection and recruitment; diversity and equality; development and training; expenses and benefits; discipline; performance improvement; rewards; pay;</li> </ul>   |
| <p>2. Understand recruitment and selection legislation in a country.</p> | <p>2.1 Evaluate the principles of discrimination legislation in relation to recruitment and legislation.</p> <p>2.2 Critically evaluate the role of contracts in employment law.</p> <p>2.3 Analyse the mechanisms for establishing contracts of employment.</p> | <p>Relating to own country;</p> <ul style="list-style-type: none"> <li>○ equality and diversity,</li> <li>○ fairness and transparency;</li> <li>○ types of discrimination: direct,</li> <li>○ indirect, by association, perception,</li> <li>○ victimisation,</li> <li>○ harassment,</li> <li>○ characteristics;</li> <li>○ mechanisms for establishing contracts;</li> <li>○ expressed and implied terms</li> </ul> <ul style="list-style-type: none"> <li>• Laws and regulations related to health and safety; discipline; information confidentiality; working time; paternity or maternity leave; harassment or bullying; management of change; grievance and dismissal; intellectual property: copyrights, patents; protected disclosure/whistle blowing; alcohol, drugs or smoking; legislation of employment; Work and Families Act 2006, Sex Discrimination Act 1995/1997, Race Relations Act 1992, Race Relations Amendment Act 2000, Disability Discrimination Acts 1995 and 2005; and legislation in own country.</li> <li>• The Law of contract and basic principles of Contract.</li> <li>• Types of contracts: atypical contracts; and definition of employee.</li> </ul> |



|  |  |   |
|--|--|---|
| <p>3. Understand aspects of employment protection given to different types of workforce.</p>       | <p>3.1 Analyse the legislative and procedural protection that exists for workers.<br/>                     3.2 Examine the legal consequences of unfair treatment of an employee for the employer.<br/>                     3.3 Apply law relating to the nature of protection for workers to a given situation.</p>   | <p>Relating to own country:</p> <ul style="list-style-type: none"> <li>○ arbitration;</li> <li>○ trade unions;</li> <li>○ tribunal systems;</li> <li>○ Employment Protection Legislation Index (OECD);</li> <li>○ reasons for dismissal,</li> <li>○ organisational formal policy and procedures within statute;</li> <li>○ situations where dismissal is likely to be unfair; whistle blowing; constructive dismissal; redundancy payment; notice period; consultation with employer; options for other employment; and time off to find a new job.</li> </ul>  |
| <p>4. Analysing organisational-level employment relations processes, functions and procedures.</p> | <p>4.1 Critically analyse the roles and functions of the different stakeholders in managing the employment relationship.<br/>                     4.2 Assess the impacts of external contexts and organisational-level employment relations processes on organisational performance.<br/>                     4.3 Evaluate the significance and impact of the integration of employment relations processes on organisational policy, practice, and organisational outcomes.</p> | <ul style="list-style-type: none"> <li>● Theories of employment relations,</li> <li>● The roles of the different stakeholders in managing the employment relationship,</li> <li>● The impact of local, national and global contexts shaping employment relations climates.</li> <li>● The organisational-level employment relations policies, processes and procedures that support organisational performance such as in: employee engagement; diversity management; employee communication, and bargaining; conflict resolution; and change management and management control etc.</li> <li>● The integration of employment relations processes and their impacts on policy, practice and organisational outcomes.</li> </ul> |

## 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 ACs under LO 1 to 4           | Report             | 4500 words                  |

## Indicative Reading list

Aylott, E. (2018). *Employment Law: A Practical Introduction*. CIPD with Kogan Page Ltd. 2 edition ISBN 0749483237

Aylott, E. (2018). *Employee relations: a practical introduction*. CIPD with Kogan Page Ltd. 2 edition ISBN 0749483210

Holland, A. and Burnett, S. (2012). *Employment Law*. Oxford: Oxford University Press.

Lewis, D., Sargeant, M., Schwab, B., and Lewis, D. (2011). *Employment Law: The Essentials*. London: Chartered Institute of Personnel and Development.

Wallington, P. (2012). *Butterworths Employment Law Handbook*. United Kingdom: Butterworths.

## Business Research Methods

|                                |                           |
|--------------------------------|---------------------------|
| Unit Reference Number          | T/508/0626                |
| Unit Title                     | Business Research Methods |
| Unit Level                     | 7                         |
| Number of Credits              | 20                        |
| Total Qualification Time (TQT) | 200                       |
| Guided Learning Hours (GLH)    | 100                       |
| Mandatory / Optional           | Mandatory                 |
| Sector Subject Area (SSA)      | 15.3 Business management  |
| Unit Grading type              | Pass / Fail               |

### Unit Aims

The aim of this unit is to develop learners' understanding of research principles including the formulation of research proposals, literature reviews, referencing, data collection using interviews and surveys, questionnaire design, statistical analysing using SPSS, qualitative data, and methods for drawing conclusions from the analysed data.

### Learning Outcomes, Assessment Criteria and Indicative contents

| Learning Outcome –<br>The learner will:                                     | Assessment Criterion –<br>The learner can:  | Indicative contents  |
|---|---|--|
| 1. Be able to identify research problems and formulate research objectives. | 1.1 Appraise research problems.<br>1.2 Develop appropriate research objectives and justify their choice.                                  | <ul style="list-style-type: none"> <li>Understanding the research context; research problem identification for investigation; research topic identification; the conceptualisation of a research problem; developing insights; and feasibility and possibilities.</li> </ul>   |
| 2. Understand how to review the literature on a research topic.             | 2.1 Evaluate literature relevant to a research problem.<br>2.2 Critically analyse different theoretical approaches to a research problem. | <ul style="list-style-type: none"> <li>Definition, features and ways to do literature review; the generic selection of literature; spotting the sources of literature; justification of an appropriate selection of literature; : the selection of appropriate theories for the research; conceptualisation of the research phenomenon;</li> </ul> |

|   |  |   |
|---|--|---|
|   |  | including relevant theories and the justification of choices; the strength and credentials of relevant theoretical framework; the understanding and interpretation; and developing the theoretical framework.   |
| 3. Be able to design appropriate business research methodologies. | 3.1 Critically evaluate appropriate research methodologies in terms of research objectives.<br>3.2 Design an appropriate methodology in terms of research objectives.<br>3.3 Justify a selected methodology in terms of research objectives. | <ul style="list-style-type: none"> <li>Designing a research using the most appropriate method; research question or hypothesis test; reliability and validity test; ethical issues consideration; quantitative methodology; questionnaire design and distribution; conducting interviews; surveys; qualitative methodology; interviews; observation; and case studies.</li> </ul> |
| 4. Be able to develop a research proposal.                        | 4.1 Propose techniques for use with quantitative and qualitative data.<br>4.2 Create a research question, literature review and methodology.   | <ul style="list-style-type: none"> <li>Writing a research report for professional audiences; following a criteria sequence as rationale of the research, formatting, editing, critical analysis, discussions of evidences and findings.</li> </ul>  |

## 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 of coursework) |
|-----------------------------|-----------------------------------|--------------------|---|
| All 1 to 4                  | All AC's under LO 1 to 4          | Research Proposal  | 2500 words                                |

## **Indicative reading list**

Bryman, Alan and Emma Bell (2015). *Business Research Methods* (4<sup>th</sup> ed.). Oxford: Oxford University Press

Chilsa, B. (2012) *Indigenous Research Methodologies*. London: Sage

Denzin, N.K., Lincoln Y.S., and Tuhiwai Smith, L. (2008, Eds.) *Handbook of Critical and Indigenous Methodologies* London: Sage

Hantrais, Linda (2009). *International Comparative Research: Theory, Methods and Practice*. Basingstoke and New York: Palgrave

Piekkari, R. and Welch, C. (2011, Eds.): *Rethinking the Case Study in International Business and Management Research*, Cheltenham, UK: Edward Elgar

Marschan-Piekkari, R. and Welch, C. (2004, Eds.): *Handbook of Qualitative Research Methods for International Business*, Cheltenham, UK and Northampton, MA: Edward Elgar

Neuman, W.L. (2011) *Social research methods: qualitative and quantitative approaches*. Boston and London: Pearson Education.

## 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 document serves only as a useful guide to your learning experience. For updated information please visit our website [www.othm.org.uk](http://www.othm.org.uk). You can call us on +44 (0)20 7118 4243 or email to [info@othm.org.uk](mailto:info@othm.org.uk).