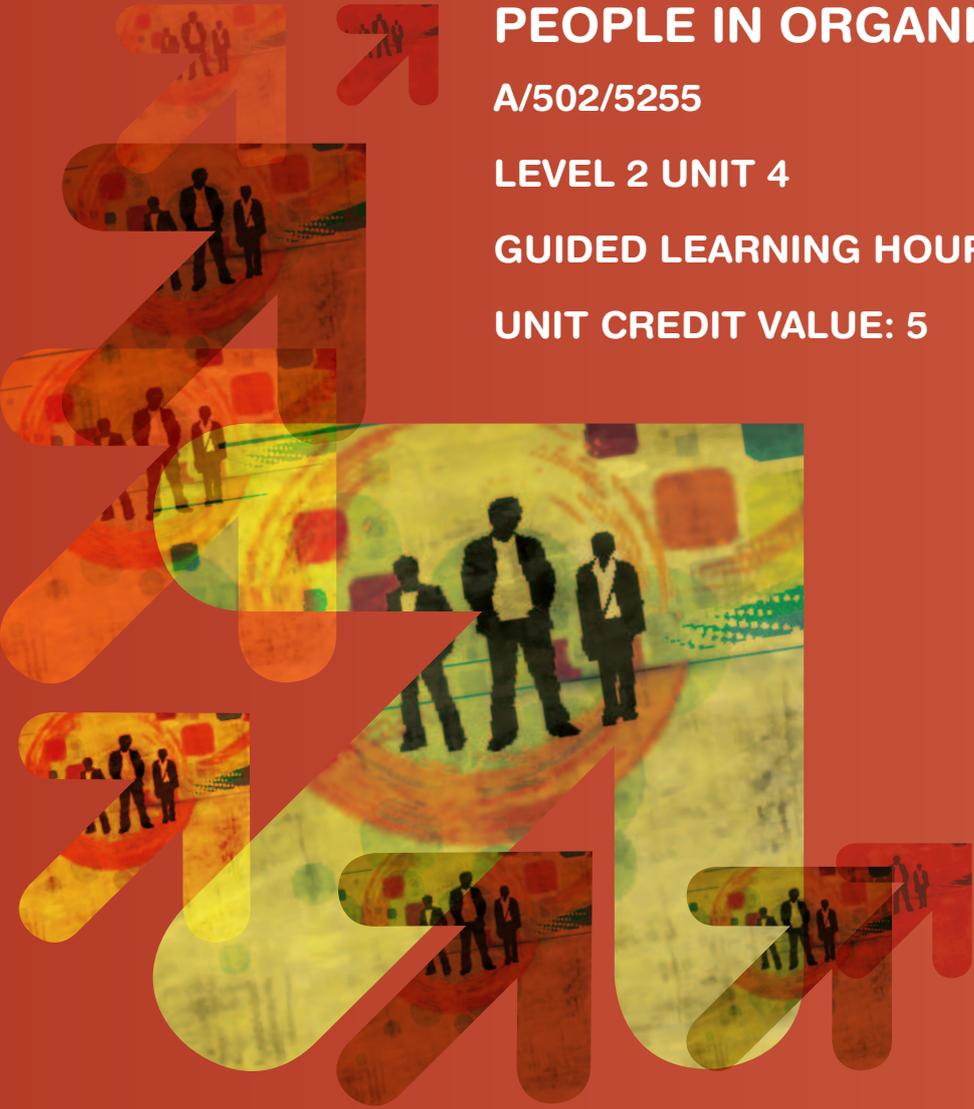




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OCR LEVEL 2 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN BUSINESS



PEOPLE IN ORGANISATIONS

A/502/5255

LEVEL 2 UNIT 4

GUIDED LEARNING HOURS: 30

UNIT CREDIT VALUE: 5



PEOPLE IN ORGANISATIONS

A/502/5255

LEVEL 2 UNIT 4

AIM OF THE UNIT

This unit will develop learners' career management skills (career development planning, application and interviewing techniques) whilst at the same time using the knowledge gained to place skills into context of organisational 'people resources' requirements (job roles, functions and structures). It will also include an insight into some of the documentation used to support the organisation and the individual in some of the processes outlined above. This will help the learner to understand how their employability skills translate into organisational resourcing requirements, as well as enabling them to consider their own employability.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1	Know about job roles and their functions in organisations	P1 Describe the main job roles and functions in an organisation		
		P2 Identify different organisational structures used within business organisations		
2	Be able to produce documentation for specific job roles	P3 Produce a basic job description and person specification for a specific job		
		P4 Complete an application and interview for a specific job		
3	Be able to prepare for employment and plan career development	P5 Match current knowledge and skills to possible job opportunities using appropriate sources of information and advice	M1 Analyse how current knowledge and skills fit within a particular job or professional career of interest	D1 Evaluate the prospects of this job or career opportunity
		P6 Produce a personal career development plan	M2 Justify the decisions made in the career development plan	D2 Evaluate alternative career opportunities

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning Outcome 1 Know about job roles and their functions in organisations

- Different types of organisational structures to include: job roles, span of control, tall, flat, centralised and decentralised structures
- How the type of product/service can influence the type of structure
- Core functions in an organisational structure: finance, marketing, human resources, production or service, administration
- Main job roles and level of authority and responsibility; directors, managers, supervisors, workers
- Overview of progression possibilities within different structures

Learning Outcome 2 Be able to produce documentation for specific job roles

- How organisations undertake job analysis (e.g. observation of a role, skills and personality characteristics required)
- Why this is important to the organisation and the employee/learner
- Contents of job description (e.g. tasks, reporting structure, location, salary)
- Contents of person specification (e.g. qualifications, experience, interpersonal skills)
- Tools and methods for applying for a job to include CV and application form
- Practical interview techniques
- How organisations screen applications and interviewees

Learning Outcome 3 Be able to prepare for employment and plan career development

- The different types of skills: professional and technical skills, employability skills, career management skills
- Overview of organisations who can provide information in the area of Information Advice and Guidance to include; Careers Service, Sector Skills Councils, Professional Trade Bodies, Apprenticeship Bodies and Careers Fairs etc
- Resources for job search, including; recruitment agencies, online recruitment, trade magazines, networks, friends and family
- The practicalities and logistics of work (e.g. office or on site, part-time, full-time, contract, and terms and conditions of employment)
- Differences between a job and a professional career and how training and professional development can increase prospects
- How to rank options
- Overview of the relevance of Labour Market Information
- The reasoning behind and the structure of a career development plan i.e. where we are now, where do we want to be and how do we get there? To include the purpose of a career development plan, a structured tool to record career objectives and development
- Relevance of the time span of the plan (e.g. 1-2 years, 2-5 years , short term or long term)
- Relevance of SMART objectives
- Personality types: and how this may relate to job roles.
- Personal values (e.g. ethics, status, social values, equality) and how this may relate to career choice
- Overview of the process of decision making skills: including goals, review options, considering risk, selection of option, acting upon the selection
- How skills development enhances career progression and why updating the career plan is relevant

It is important to maintain focus on the current law and practice in this area. The list given above is neither prescriptive nor exhaustive. Where legislation has been revised learners will consider the most up to date version as that will reflect current industry practice.

DELIVERY GUIDANCE

Learning Outcome 1

In small groups learners could be asked to research different organisational structures, and then asked to present their findings, along with a brief guide to the rest of the group. The guide should contain information on: job roles, the span of control, how decisions are made and communicated in the structure, how the structure relates to the product or service provided, As well as the advantages and disadvantages of that type of structure. Learners could be asked to provide a number of real examples in their presentation.

Learners could be asked to identify the sorts of tasks that a business would need to carry out on a regular basis. They could then decide which tasks would be carried out by each function, justifying their choices. Using an organisation chart of a large business, learners could compare the main job roles, and levels of authority at differing levels of the business.

Learning Outcome 2

An overview of an organisations process should be explained to the learners, perhaps using a training DVD or inviting a representative from a HR function to speak to the group.

Learners could undertake a job analysis of an employee by gathering information that includes; how this role fits into the structure of the wider organisation, the specific tasks of the job, responsibilities and span of control, skill and qualification requirements, personality characteristics and remuneration. They could then discuss who in an organisation might be best suited to completing a job analysis, how the information is used and why it is important that it is done accurately. Learners could collect examples of job descriptions and person specifications used in an organisation. These could then be used as a template for learners to create a basic job description and person specification for a specific job.

Learners could be provided with a range of job advertisements that ask for either a CV or an application form and identify when it is suitable to use each format e.g. what does the organisation specify for the applicant to use, why do they require the applicant to use that format, and what could the consequences be if the instructions are not followed. Learners could then obtain a number of person specifications and application forms for a range of vacancies. They could then discuss in small groups how the person specification might help them to complete an application form; and identify the type of skills that they would still need to demonstrate at interview, and how they might do this.

Learning Outcome 3

Learners could identify their own skills, strengths, weaknesses, and areas of interest through the use of personal analysis, personality and skills tests. It may be useful for learners to review their own strengths and weaknesses in an unstructured format and a Careers Adviser to provide a structured reflection. Learners could then use the findings to help them to identify possible job opportunities or career pathways. Learners could use a range of sources to assist them, including Information Advice and Guidance agencies, careers information websites and libraries.

When learners are in a position to choose a particular job or profession they should undertake research into: the type of environment they would be working in, the possible types of location, hours, remuneration, the roles future prospects. Learners could then be given the opportunity to devise a ranking system and use this to evaluate the career options they have chosen.

Once a job or profession has been identified learners could explore with the use of LMI the relevance of the information for a career. Reflection upon this information may mean that learners reconsider their options.

Learners could be asked to outline where they see themselves in two, five and 10 years time. They should be encouraged to think about where they want to be and how they are going to get there. They could then use these ideas to produce SMART short-term and long-term objectives. Learners could describe their ideal work scenario and examine whether this is linked to their personality type. Learners should be aware of how they make decisions in relation to their career development plan and the process that they are using to make a decision.

Undertaking a personal analysis will help to reinforce why skills development enhances career progression, and why updating a career plan is relevant for a personal internal audit, but also as a quick reference for any applications or screening processes.

GUIDANCE ON ASSESSMENT

P5

You have been asked to carry out some preparation work in advance of your interview with a Careers Adviser

Firstly, you should identify your current skills and knowledge. You may choose to do this using an electronic skills analysis package, a personal SWOT analysis, or peer evaluation/assessment. You should then highlight any qualifications you have or are working towards. You must then match your skills and knowledge with any possible job/ professional opportunities using appropriate sources of information and advice

M1

Having identified a range of possible job opportunities you must analyse how your skills and knowledge fit within a particular role of interest. In preparation for your interview with the Careers Adviser you could write a statement for them stating which option you have chosen and why

D1

Having identified a particular role of interest you could create a report or presentation examining the current prospects of the career/job. You should consider relevant LMI information to identify the advantages and disadvantages of your choice, and be able to justify your decisions.

P6

Following an interview with a Careers Adviser you have decided to think about your future.

Write a personal career development plan – evidence career plan in portfolio

M2

Explain the decisions made in your career development plan to the lecturer by a statement – evidence statement in portfolio

D2

Use your career development plan by taking part in a skills development session; reflect on the session and then set targets for improvement on the basis of your reflection – evidence statement in portfolio

P3

As a member of the Human Resources Team you have been asked to produce a basic job description and person specification for a particular job role. You must produce the relevant documents

Guidance

The job role selected should be agreed between the tutor and the learner. The role could be the learners' current part time job, or something they envisage doing in the future. Tutors could provide the learner with some basic details of the job role, or arrange for the learner to observe the role being carried out and have the opportunity to ask questions to the employee.

The learner must produce a basic job description and person specification that is fit for purpose.

P4

You have been provided with a job description and person specification for a particular job role, and have decided to apply...

You must complete an application form and an interview for a specific job.

Guidance

It is suggested that the Careers Service, a recruitment agency, or HR department is involved in the assessment of this task. This will help ensure that current information and practice is used, and the evidence produced is valid. Applications and interviews should be assessed as they would be in the workplace.

P2

As a newspaper researcher you have been asked to investigate what organisational structures are common in businesses in your local area. You should examine the different types of organisational structure and identify where they apply to a range of businesses. From your research you could create a newspaper article, chart or presentation.

Guidance

Learners could carry out their research individually, or in small groups. The findings could be presented in a pictorial local map, showing where the businesses are and the type of organisational structure they have. This could then be used within other units of delivery.

P1

Scenario and task

You have been asked to produce a training DVD that can be used as part of an organisation's induction for new staff. Create a script, storyboard with notes, audio or simple DVD in order to describe the main roles and functions within an organisation.

Guidance

The focus of the assessment must be on the learners understanding of the main roles and functions, and not their ability to create something aesthetic.

LINKS TO NOS

CfA BAD323 Research Information (Partial)

CfA BAA625 Agree how to manage and improve own performance in business environment (Partial)

CfA M&LA2 Manage your own resources and professional development (Partial)

CfA MBCD Continuously develop your practice



CONTACT US

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