

Cambridge TECHNICALS LEVEL 3

# ***BUSINESS***

Cambridge  
TECHNICALS  
2016

Unit 8 – Introduction to human resources  
DELIVERY GUIDE

Version 1

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# INTRODUCTION

**This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.**

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

### Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk).

The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

People are the most valuable resource to any organisation or business, and in order to obtain the greatest value from them, they need to be managed and supported. It is the human resources (HR) function in a business that has a significant role in ensuring this happens.

The human resources function will work with other key functions to ensure the success of the business.

In this unit you will gain an overview of the HR function and learn about factors affecting human resources planning. You will understand the importance of motivating and training employees to achieve their potential and be able to assess the effectiveness of training and development. You will learn how to measure employee performance.

You will also understand how and why confidentiality is important for the HR function.

### Unit 8 Introduction to human resources

LO1	Know the factors that are involved in human resources planning
LO2	Be able to assess the effectiveness of training and development
LO3	Understand how and why businesses motivate employees
LO4	Understand the importance of monitoring and managing employee performance at work
LO5	Understand the importance of confidentiality within the human resources function

To find out more about this qualification please go to: <http://www.ocr.org.uk/qualifications/cambridge-technical-business-level-3-certificate-extended-certificate-foundation-diploma-diploma-05834-05837-2016-suite>

Cambridge  
TECHNICALS  
2016

### 2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Business units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 8)	Title of suggested activity	Other units/LOs	
<b>LO1</b>	What are the key responsibilities of the human resources (HR) function?	Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses
	Why is the human resources function vital to the success of a business?	Unit 1 The business environment	LO8 Be able to assess the performance of businesses to inform future business activities
	Internal and external factors which influence human resource plans	Unit 1 The business environment	LO6 Understand the external influences and constraints on businesses and how businesses could respond LO7 Understand why businesses plan
		Unit 3 Business decisions	LO3 Understand how human resource information informs business decisions
	How does the human resources function link with other functions in a business?	Unit 1 The business environment	LO2 Understand how the functional areas of businesses work together to support the activities of businesses
	Introduction to the legislation which affects human resource planning	Unit 1 The business environment	LO6 Understand the external influences and constraints on businesses and how businesses could respond
<b>LO2</b>	Methods of training and development	Unit 3 Business decisions	LO3 Understand how human resource information informs business decisions
		Unit 8 Introduction to human resources	LO1 Know the factors that are involved in human resources planning
		Unit 17 Responsible business practices	LO3 Be able to review the impact of responsible business practices on different stakeholders
<b>LO4</b>	Methods of monitoring employee performance	Unit 3 Business decisions	LO2 Be able to use financial data to inform business decisions LO3 Understand how human resource information informs business decisions
		Unit 8 Introduction to human resources	LO2 Be able to assess the effectiveness of training and development
<b>LO5</b>	Examples of confidential HR information	Unit 2 Working in business	LO1 Understand protocols to be followed when working in business
		Unit 4 Customers and communication	LO5 Know the constraints and issues which affect the sharing, storing and use of information for business communications
	Methods of maintaining confidentiality	Unit 2 Working in business	LO1 Understand protocols to be followed when working in business
	Why businesses maintain the confidentiality of documents and personal information	Unit 2 Working in business	LO1 Understand protocols to be followed when working in business
		Unit 17 Responsible business practices	LO3 Be able to review the impact of responsible business practices on different stakeholders
Ranking information in order of importance i.e. which information is it the most important to maintain the confidentiality of?	Unit 2 Working in business	LO1 Understand protocols to be followed when working in business	

# KEY TERMS

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
<b>Coaching</b>	This is where an employee works closely with an experienced worker, e.g. a colleague or external trainer, to be shown how to carry out specific tasks and to receive advice and guidance as required.
<b>Compensation</b>	Within a human resource context, compensation relates to the remuneration of employees, e.g. wages and salaries.
<b>Compliance</b>	Ensuring that relevant legislation and regulations are met. For example, ensuring that when advertising a job role the advertisement does not breach the Equality Act by specifying a 'young person' or a 'male'.
<b>Confidential information</b>	This includes any information whose availability should be limited to those to whom permission has been granted, e.g. employee data such as contact details, national insurance number and bank details.
<b>Delegation</b>	The process of a manager assigning the responsibility for specific tasks to a subordinate (an employee on a lower level of the hierarchy). For example, a manager might ask a subordinate to lead a project; however, the accountability will remain with the manager who has delegated the task.
<b>Demographics</b>	The characteristics of a population, e.g. age, gender, income, level of education and occupation.
<b>Disciplinary procedure</b>	This is a specified process for dealing with alleged employee misconduct e.g. making inappropriate comments to a colleague or continually arriving late for work.
<b>Diversification</b>	A strategy which may be used by a business as a method of expansion. Diversification involves expanding into new markets and/or new products, e.g. a soft drinks manufacturer diversifying into ice lollies.
<b>Economic growth</b>	An increase in the income, expenditure or output of an economy over a period of time; e.g. in 2015, the UK economy grew by 2.3%.
<b>Employee engagement</b>	An engaged employee will be motivated to work towards meeting the business's aims and objectives.
<b>Employee motivation</b>	An employee's desire to work to the best of their ability.
<b>Employee relations</b>	This describes the relationship between an employer and the business's employees. A positive relationship should result in a more motivated and more productive workforce.
<b>Employee retention</b>	The number of employees who choose to stay with the business, i.e. rather than actively search for a new role within an alternative business.
<b>Flexible working</b>	This includes the opportunity for flexible start and finish times and the opportunity to work from home, if appropriate. Today, the majority of UK workers have the right to ask their employer for flexible working.
<b>Grievance procedure</b>	If an employee believes that they have been poorly treated in the workplace, e.g. being asked to undertake tasks which they are not fully trained to complete, then the business's grievance procedure can be utilised to resolve the issue. It is a specified process for dealing with complaints made by employees.
<b>Human resource function</b>	The human resource function is responsible for the welfare of the employees within a business. This includes meeting training requirements, overseeing disciplinary action, recruiting new employees and ensuring that the business adheres to all relevant legislation, e.g. National Minimum Wage legislation.
<b>Induction training</b>	The training which new employees receive when they first join a business. Part of this training will be specific to the new job role and part will be an introduction to the business itself and its procedures/processes e.g. health and safety protocols.
<b>Job rotation</b>	An employee will undertake a range of tasks to gain experience of different roles within a business. For example in a local pharmacy an employee might learn how to operate the till, how to package prescriptions, how to deal with customer telephone enquiries and how to stock the shelves.

### Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Labour productivity</b>	This is a calculation of the output of each individual employee, i.e. how productive each employee is.  $\text{Labour productivity} = \frac{\text{Total output (for the period) in units}}{\text{Number of employees}}$
<b>Labour turnover</b>	The proportion of employees who have left the business in a given time period.  $\text{Labour turnover} = \frac{\text{Number of staff leaving (during a specific period)}}{\text{Average number of staff employed (during the same period)}} \times 100$
<b>Mentoring</b>	Mentoring is usually carried out by either a more senior member of staff or by an individual external to a business. It involves regular discussions to provide advice, guidance and support on a range of subjects, e.g. improving managerial skills or improving self-confidence.
<b>Non-disclosure agreement (NDA)</b>	A legal contract between two or more parties which states that confidential information can only be discussed with others who have signed the agreement, e.g. if a merger between two businesses is being considered then all individuals involved in the discussions would have to sign an NDA to ensure that the information did not become public prior to an official announcement being made.
<b>Performance appraisal</b>	A meeting, often held annually, between an employee and their line manager to discuss their work performance since the previous appraisal meeting. This may include whether any personal objectives have been achieved and any training requirements. Objectives will also be set for the upcoming year, e.g. a tutor may have a personal objective for 30% of Cambridge Technical students to achieve a distinction grade.
<b>Probationary period</b>	A trial period, the length of which is agreed when a new employee commences a role, that enables both the employer and the employee to assess whether the role is suitable for that employee.
<b>Restructuring</b>	The reorganisation of the internal structure of a business with the aim of increasing profitability. For example, centralising decision-making may mean that a business does not need as many layers of management within the hierarchy.
<b>Shadowing</b>	Shadowing is used to provide an employee with a greater insight into a colleague's role. The employee will shadow their colleague to discover what their day-to-day duties are. This may be useful, for example, if the colleague is going on holiday or taking maternity/paternity leave and some cover is required.
<b>Skills audit</b>	A review of the skills of current employees which is then compared against the skills which the business needs now and expects to need in the future. Any skills gaps should then be identified. For example, a business which is planning to introduce new technology into the production process may identify that employees will be required with the skills to operate this; as a result, existing employees may need to receive training and/or new employees may need to be recruited.
<b>Succession planning</b>	A proactive approach to human resource planning where the business will consider its future managerial needs and provide training and development opportunities for current employees to ensure that they have appropriate skills and abilities should these be needed.

# MISCONCEPTIONS


Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<b>Confusing the definition of compensation i.e. this should be in a human resource context rather than in the context of an accident claim</b>	Asking learners to individually write a definition of 'compensation' and then discussing these to agree a whole group definition for a human resource context.	Defining Compensation HR Council (Canada) <a href="http://hrcouncil.ca/hr-toolkit/defining-compensation.cfm">http://hrcouncil.ca/hr-toolkit/defining-compensation.cfm</a> Examples of financial and non-financial compensation.
<b>The assumption that all businesses will reduce their workforce in a recession</b>	Providing learners with a set of cards stating the names of a range of businesses. In pairs/groups learners could discuss how they believe each business would be affected by a recession and therefore the impact on its workforce.  Examples could include: Ugg, Amazon, Aldi, Apple, LG, Saga, Persimmon Homes, B&Q, a local newsagent and a local restaurant.	Is the UK economy out of the longest recession on record? BBC News <a href="http://news.bbc.co.uk/1/hi/business/8479939.stm">http://news.bbc.co.uk/1/hi/business/8479939.stm</a> Short video which revisits three individuals affected by recession.
<b>Confusing the definition/uses of coaching and mentoring</b>	Learners could research definitions of the terms. Tutors could then provide learners with a scenario where they have to recommend whether coaching or mentoring would be the most appropriate (with justification). This discussion should identify the differences and thereby which is the most appropriate for the given scenario.	The Differences Between Coaching & Mentoring. Management Mentors <a href="http://www.management-mentors.com/resources/coaching-mentoring-differences">http://www.management-mentors.com/resources/coaching-mentoring-differences</a> Clear comparison of the differences.
<b>The assumption that performance ratios can be used to definitively determine the effectiveness of training</b>	Learners could be given performance data for a business for two (or more) years, the second year having 'better' results than the first; e.g. labour productivity 2013–14 was 10,000 units per employee and in 2014–15 was 12,000 units per employee. They could be told that all employees had been provided with job-specific training during the second year – how effective do they believe that the training was?  Learners should be encouraged to discuss their opinions. If necessary, the tutor could use 'what if?' questions to prompt recognition that other factors, in addition to training, may also have an impact; e.g. what if new, more up-to-date equipment was provided to all employees?	Bayley, T., Tullett, K., Oliver, L. and Wainwright, D. (2016) <i>Cambridge Technicals Level 3 Business</i> , Hodder Education. Review of the Unit 8 material in the textbook that accompanies this course.
<b>Most employees are motivated solely by monetary rewards</b>	Provide learners with two slips of paper (ideally different colours). On one colour they should write what does/would motivate them to work now; then fold this up and hand it to the tutor. On the second they should write what they think will motivate them once they are doing their 'dream job' in ten years' time. Again, fold this up and hand it to the tutor. The tutor should then look at the answers and identify the different motivators. Hopefully there will be a range of motivators for discussion, particularly if learners are doing their 'dream job'.	Top 5 Employee Motivators Business Consulting Solutions LLC <a href="https://managementisajourney.com/fascinating-numbers-top-5-employee-motivators/">https://managementisajourney.com/fascinating-numbers-top-5-employee-motivators/</a> Explanation of five significant motivators (compensation is the fifth).

## Some common misconceptions and guidance on how they could be overcome

What is the misconception?	How can this be overcome?	Resources which could help
<p><b>An assumption that all employees know the importance of maintaining the confidentiality of human resource information</b></p>	<p>Learners could list all of the information that they believe the human resource function will hold which must remain confidential. They could then be given brief scenarios. For example:</p> <ul style="list-style-type: none"> <li>• Your friend who works in HR tells you that a mutual friend has requested time off to go to an appointment with a midwife, but you didn't know that she was pregnant.</li> <li>• You work in HR and you see that an ex-colleague, that you didn't get on well with, has applied for a job vacancy. You go home and tell your partner.</li> </ul> <p>The tutor could then ask questions to encourage learners to think about whether the people involved have caused any harm, such as :</p> <ul style="list-style-type: none"> <li>• Should the person have shared the information?</li> <li>• Is there any harm in it if it is a partner/friend that you trust?</li> <li>• What could the repercussions be?</li> </ul>	<p>What Is the HR Department's Responsibility for Confidential Personnel Files? Houston Chronicle <a href="http://smallbusiness.chron.com/hr-departments-responsibility-confidential-personnel-files-59706.html">http://smallbusiness.chron.com/hr-departments-responsibility-confidential-personnel-files-59706.html</a> An overview of the information held in personnel files and staff responsibilities.</p> <p>Why is confidentiality critical to human resources? Society for Human Resource Management <a href="http://www.shrm.org/templatestools/hrqa/pages/cms_017789.aspx">http://www.shrm.org/templatestools/hrqa/pages/cms_017789.aspx</a> Consideration of the information held by HR and why it is important to maintain confidentiality.</p>



# SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Know the factors that are involved in human resources planning		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>What are the key responsibilities of the human resources (HR) function?</b> 	<p>In small groups learners could be asked to list the tasks which they think the HR function in a business will be responsible for. Learners could then feed back to the whole group to produce a list which they all agree on. Tutors could prompt learners, i.e. give them clues, to add additional tasks/responsibilities if necessary. For example, an employee has complained about inappropriate comments from colleagues – what is the role of HR?</p> <p>The tutor could use this agreed list to lead into a discussion as to whether HR staff within all businesses will undertake these tasks or whether it will depend on the size of the business. It could also be discussed here that many small businesses will not have a separate HR function.</p> <p>Developing a Human Resource strategy: A Tarmac case study Business Case Studies <a href="http://businesscasestudies.co.uk/tarmac/developing-a-human-resource-strategy/introduction.html">http://businesscasestudies.co.uk/tarmac/developing-a-human-resource-strategy/introduction.html</a> This case study provides a useful overview.</p>	30 minutes	Unit 1 LO2
<b>Why is the human resources function vital to the success of a business?</b>	<p>In pairs or small groups, learners could produce a short presentation which answers the question ‘why is the HR function vital to the success of a business?’</p> <p>It would be beneficial if the tutor recapped Unit 1 LO8 which considers how a business may define or assess ‘success’. Learners could be asked for their ideas and a group definition agreed on. This can then be referred to whilst planning their presentations.</p> <p>Learners should be encouraged to consider each of the key responsibilities listed in 1.1 of the Teaching Content when justifying their answer/reasoning. These key responsibilities should be linked to their definition of ‘success’.</p>	1 hour	Unit 1 LO8
<b>Carrying out a skills audit</b>	<p>Learners could individually list their work-related skills, e.g. verbal communication skills, ability to work as part of a team, ability to prioritise their workload.</p> <p>In pairs, they could then be provided with a copy of a job description and person specification for a simple role, i.e. not a management role. Learners should:</p> <ul style="list-style-type: none"> <li>• Identify the skills which they have which would be relevant to this role</li> <li>• Identify the skills which they do not currently have to establish any skill gaps</li> <li>• List the training which they would need the HR function to arrange for them if they were employed in this role.</li> </ul>	30 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Internal and external factors which influence human resource plans</b>	<p>Learners could first be divided into groups to research each of the bullet points listed within 1.2 and 1.3 of the Teaching Content. They should already be familiar with some of this information from previous units. A tutor-led discussion could then be used to exchange ideas and to ensure that learners understand the terms before moving on to the task below.</p> <p>In groups/pairs, learners could then be provided with a range of scenarios. For each scenario they should consider:</p> <ul style="list-style-type: none"> <li>• Whether the factor is internal or external</li> <li>• How it will influence the human resource plans of the business in the scenario; e.g. how will its human resource requirements change?</li> </ul> <p>Scenarios could include:</p> <ul style="list-style-type: none"> <li>• Business A is a small local hairdressers. Sarah, the sole trader owner, is wanting to grow the business as she is having to turn potential customers away because she can't fit them into her diary.</li> <li>• Business B is a large, public limited company which produces medical products for hospitals. It aims to introduce its products to more customers by selling to the public via local pharmacies and supermarkets.</li> <li>• Business C must increase productivity if it is to remain competitive. It aims to do this by updating the equipment and technology used in the production process.</li> <li>• Business D is a national supermarket chain. It has taken over a small chain of supermarkets based in Wales.</li> </ul>	1 hour	Unit 1 LO6, LO7 Unit 3 LO3
<b>How does the human resources function link with other functions in a business?</b>	<p>In groups, learners should be provided with large sheets of paper to produce a wall chart. Their aim is to produce a diagram which shows how the HR function links with other functions in a business. This could be a generic explanation or it could be specific to a business with which learners are familiar.</p> <p>One suggestion is to draw each of the functions within a business onto the chart and then show, using arrows (and accompanying annotation), how they link with each other; e.g. the HR function must recruit employees with appropriate skills and experience for the production department, to ensure that quality products are produced.</p>	30 minutes	Unit 1 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Introduction to the legislation which affects human resource planning</b></p>	<p>One of the external factors which affects human resource planning is legislation. Human resource legislation includes:</p> <ul style="list-style-type: none"> <li>• Employment Act</li> <li>• Equality Act</li> <li>• Health and Safety at Work Act</li> <li>• National Minimum Wage legislation.</li> </ul> <p>Case studies, media reports and news footage could be used to illustrate to learners the legislation which HR practitioners need to consider.</p> <p>Equality Act (UK) interview questions Stephen Harvard Davis <a href="https://www.youtube.com/watch?v=jtJwSOEgta4">https://www.youtube.com/watch?v=jtJwSOEgta4</a> This is a video which states questions which cannot be asked at interview. If a business does ask these then it will be in breach of the Equality Act.</p> <p>Duke Shamed For Holding Back Pay Morning Star <a href="http://www.morningstaronline.co.uk/a-949f-Duke-shamed-for-holding-back-pay">http://www.morningstaronline.co.uk/a-949f-Duke-shamed-for-holding-back-pay</a> This article refers to businesses, named by the UK Government, which do not pay the national minimum wage to staff.</p> <p>Royal Mail cancels village's Christmas deliveries over health and safety fears after postman is attacked by a dog The Telegraph <a href="http://www.telegraph.co.uk/news/uknews/royal-mail/11982430/Royal-Mail-cancels-villages-Christmas-deliveries-over-health-and-safety-fears-after-postman-is-attacked-by-a-dog.html">http://www.telegraph.co.uk/news/uknews/royal-mail/11982430/Royal-Mail-cancels-villages-Christmas-deliveries-over-health-and-safety-fears-after-postman-is-attacked-by-a-dog.html</a> This newspaper article explains why the Royal Mail has chosen to suspend mail deliveries to a village in Wales due to concerns about employee safety.</p> <p>These examples can be used as a basis for discussion as to how legislation affects a business's human resource plans: i.e. what must it 'do', what can't it 'do'.</p>	<p>1 hour</p> <p>(This activity could be extended to 1.5 hours, depending on the number of examples discussed)</p>	<p>Unit 1 LO6</p>

# SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	Be able to assess the effectiveness of training and development		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Methods of training and development</b>	<p>Learners could individually, or in pairs, research one of the methods of training and development (as listed in 2.1 of the Teaching Content). If they have experience of training within part-time employment, then this could be used to support their research and their descriptions for the second part of the activity.</p> <p>Learners could produce either a fact sheet or a short presentation which describes the method researched. These could then be used to inform the remainder of the group about the method. Alternatively a 'speed-dating' activity could be used where learners have a set time period in which to explain their methods to others before moving around the room.</p> <p>Business expansion through training and development: An Aldi case study Business Case Studies <a href="http://businesscasestudies.co.uk/aldi/business-expansion-through-training-and-development/introduction.html#axzz3u0XvM7bA">http://businesscasestudies.co.uk/aldi/business-expansion-through-training-and-development/introduction.html#axzz3u0XvM7bA</a> This case study provides useful information about the methods of training and development used by Aldi.</p>	45 minutes	Unit 3 LO3 Unit 8 LO1 Unit 17 LO3
<b>When to use the different methods of on-the-job training</b>	<p>Learners could be divided into small groups. Each group should devise a short 'play' to demonstrate one of the methods of on-the-job training i.e. when it would be used and how it could be used in a specific business.</p> <p>The audience could be asked to guess which method of training they think is being acted out and whether they believe that it is the most appropriate form of training for the business /role chosen.</p>	30 minutes	
<b>On-the-job training or off-the-job training</b>	<p>Learners could either be given 'cards' stating different job roles/training requirements or the tutor could state this on PowerPoint slides. For each job role/training requirement, learners should debate which method of training would be the most appropriate. Encouraging learners to clearly justify their opinions will help to develop evaluation skills.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• A supermarket employs a new check-out assistant</li> <li>• A teacher is to deliver a new course</li> <li>• A doctor needs to learn how to use new medical equipment</li> <li>• A human resource manager needs to know about changes to legislation</li> <li>• An apprentice hairdresser.</li> </ul>	20 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to												
<p><b>The use of performance ratios to measure the effectiveness of training and development</b></p>	<p>Performance ratios such as labour productivity, absenteeism and labour turnover can be calculated in an attempt to measure the effectiveness of training and development.</p> <p>Learners could be provided with a scenario stating performance ratios before and after specified training has taken place, e.g. external training to improve the ICT knowledge of employees. In pairs, learners could discuss their views of this information:</p> <ul style="list-style-type: none"> <li>• What does it suggest about the training and development provided?</li> <li>• Are there any limitations to using this data to measure the effectiveness of training and development?</li> </ul> <p>Here is an example scenario:</p> <p>Business A is a mobile telephone retailer. In 2015–16 the human resource manager reviewed the training and development programme which had been in place for many years. She thought that as well as receiving training about new telephone models, it would be beneficial to receive customer service training. It was arranged for every store manager to attend external training and then to train the staff within the stores themselves.</p> <p>Some employees welcomed this whereas others were more interested in the new telephones being launched each month. They chose to work there because they could learn about the new technology first-hand rather than because they wanted to sell telephones to customers!</p> <p>It was also decided that employees would receive a bonus if their sales targets were achieved each month.</p> <table border="1" data-bbox="562 1050 1357 1281"> <thead> <tr> <th>Performance ratios</th> <th>2015–16</th> <th>2016–17</th> </tr> </thead> <tbody> <tr> <td>Labour turnover</td> <td>10%</td> <td>9%</td> </tr> <tr> <td>Average number of days absent per employee per year</td> <td>21</td> <td>20</td> </tr> <tr> <td>Average revenue generated per year per employee</td> <td>£40,000</td> <td>£48,000</td> </tr> </tbody> </table> <p>Pairs could then feed back to the whole group and compare their views.</p>	Performance ratios	2015–16	2016–17	Labour turnover	10%	9%	Average number of days absent per employee per year	21	20	Average revenue generated per year per employee	£40,000	£48,000	30 minutes	
Performance ratios	2015–16	2016–17													
Labour turnover	10%	9%													
Average number of days absent per employee per year	21	20													
Average revenue generated per year per employee	£40,000	£48,000													



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Assessing the usefulness of methods used to measure the effectiveness of training and development</b></p>	<p>Learners could be divided into groups. Each group could be given one of the methods of measuring the effectiveness of training and development to consider, as listed below:</p> <ul style="list-style-type: none"> <li>• Monitoring performance e.g. performance appraisals, target setting etc</li> <li>• Employee surveys</li> <li>• Employee/customer (internal/external) feedback</li> <li>• Quality of products/services.</li> </ul> <p>Each group should consider:</p> <ul style="list-style-type: none"> <li>• What the method is</li> <li>• How it can be used to measure the effectiveness of training and development</li> <li>• The benefits and drawbacks of the method</li> <li>• A conclusion as to the overall usefulness of the method in the context of measuring the effectiveness of training and development.</li> </ul> <p>Each group could produce a short presentation summarising their thoughts, or the information could be noted on a large sheet of paper for other groups to look at and add additional ideas/comments.</p>	<p>35 minutes (plus time if applicable to read other groups' ideas)</p>	
<p><b>The benefits to a business of training and developing employees</b></p>	<p>Learners should be divided into five groups. Each group could be asked to consider one of the benefits listed in 2.3 of the Teaching Content. Each group will need either floor space (the ideal option) or wall space to complete the task.</p> <p>This task aims to develop their analytical skills as well as expanding their knowledge of the benefits of training and developing employees. Learners should start with the benefit which they have been asked to consider written in the middle of their 'space'.</p> <p>They will then use string to build out from this and develop the 'knock-on' effects of each benefit. For example, one consequence of 'having a more efficient and productive workforce' may be reducing the unit cost of products produced. Points could be developed further if the tutor wishes, e.g. if unit costs are reduced then the business could consider reducing the price charged to customers, and so on.</p> <p>At the end of the task, learners should have a large spider-diagram which they can discuss with their peers so that everyone has an understanding of each of the points listed in the Teaching Content.</p> <p>The role of training and development in career progression: A Redrow case study Business Case Studies <a href="http://businesscasestudies.co.uk/redrow/the-role-of-training-and-development-in-career-progression/introduction.html#axzz3u0XvM7bA">http://businesscasestudies.co.uk/redrow/the-role-of-training-and-development-in-career-progression/introduction.html#axzz3u0XvM7bA</a> This case study provides a useful insight into training and development at Redrow Homes. There is also consideration of workforce planning.</p>	<p>40 minutes</p>	

# SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Understand how and why businesses motivate employees		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Motivational theories which study employee behaviour</b>	<p>The tutor could set the scene for this task by treating learners in a range of different ways. It may be necessary to hint that what is going to happen is for learning purposes so that they don't complain! For example:</p> <ul style="list-style-type: none"> <li>• Giving one learner a gold star for good work; <i>Herzberg: motivator, Maslow</i></li> <li>• Asking a learner whether they had a good weekend; <i>Mayo: showing interest in them</i></li> <li>• Giving one learner some sweets which they can eat at the end of the lesson (but then taking them back from them); <i>Herzberg: hygiene factor which is being removed therefore a demotivator</i></li> <li>• The first person to complete all work set will be paid £25/receive a bonus; <i>Taylor</i></li> <li>• Leaving the room for five minutes with the request to get on with work; <i>McGregor: Theory Y</i></li> <li>• Taking one learner out of the room for the five minutes 'because they can't be trusted to work'; <i>McGregor: Theory X</i></li> <li>• Telling learners that if they complete all of the pass criteria within a certain time scale then the tutor will provide cakes; <i>Vroom</i></li> <li>• Telling learners that they will be working in a team that lesson; <i>Mayo, Maslow</i></li> <li>• Holding a quiz to see who can win; <i>McClelland</i></li> <li>• Give one learner praise regarding non-business related skills, e.g. I like your coat; <i>Maslow (self-esteem)</i>.</li> </ul> <p>Once all of these 'tasks' have been completed by the tutor, learners could be given a card/piece of paper stating their experiences (but not the theorist). They then have to explain to the rest of the group how this made them feel. Did it make them feel more motivated? Why? Why not?</p> <p>The tutor could either present the motivational theories as suggested in 3.1 of the Teaching Content, provide learners with notes or ask learners to research the theorists. Once this has been achieved, learners should then try to identify which theory they believe that their 'treatment' related to. It is likely that more than one theorist can be related to each.</p> <p>To conclude the task, learners could consider the pros and cons of the method which they believe applies to their 'treatment'. Learners could come together into small groups if they are considering the same method. They could then feed back to others within the whole group so that peers can add any other points/ideas.</p>	1 hour (plus time to introduce motivational theories)	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Methods of employee motivation and how these link to motivational theories</b>	<p>Learners could be set the task of researching the opinions of family and friends to discover what motivates them to work and then to work to the best of their ability. Building on this, learners could also discuss their own experiences in part-time work.</p> <p>This can then be supported by a classroom task. In pairs/small groups, learners could compare their research and discuss how each person's opinion can be related to specific motivational theories.</p> <p>To conclude:</p> <ul style="list-style-type: none"> <li>• Is there one factor that motivates more people than any other factor? If so, why do you think this is?</li> <li>• Is there one theory which applies to more people than any other?</li> </ul>	Homework plus 35 minutes	
<b>Benefits to a business of having motivated employees</b>	<p>A group activity could be used to enable learners to develop their evaluative skills in addition to considering the benefits of having motivated employees. For example:</p> <ul style="list-style-type: none"> <li>• One learner could state why they believe that employee motivation will contribute towards the success of a business</li> <li>• A second learner could be chosen to develop the point, e.g. 'as a result...</li> <li>• A third learner could be chosen to put an opposing view forward, e.g. 'but what if...</li> <li>• A final learner could use the two sides of the argument to draw a conclusion, e.g. 'considering these two viewpoints, I believe... .</li> </ul> <p>This could then be repeated to consider different benefits.</p> <p>The tutor could choose the learners to ensure that more able learners are challenged; however, allowing learners to choose the next person may keep everyone paying closer attention to what has been said as the choice could be more random.</p>	30 minutes	
<b>How a business measures the success of employee motivation</b>	<p>Visits by HR practitioners to share how their business organisations measure the success of employee motivation would be a useful introduction to this topic.</p> <p>Tutors could divide the cohort into two groups. Homework could be set for one group to answer question 1 and the second group to answer question 2. (If the cohort is large then two groups could be given question 1 and two groups question 2.)</p> <ol style="list-style-type: none"> <li>1. How can a business measure the success of attempts to increase employee motivation?</li> <li>2. Why is it important to assess whether attempts to increase motivation have been successful?</li> </ol> <p>In the next lesson, learners could join with others in their group to produce teaching materials to relay the knowledge gained to the other half of the cohort. This could include a fact sheet, a quiz, an activity or a game. The brief should be to make it as 'fun' as possible.</p>	Homework plus 1 hour	



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Assessing the benefits and drawbacks of methods of employee motivation</b></p>	<p>Tutors could provide learners with a short scenario.</p> <p>Here is an example scenario:</p> <p>Business A produces bottled soft drinks. Production employees work shifts which enables the factory to operate 24 hours a day.</p> <p>Two years ago the business realised that productivity was falling and that action needed to be taken if the situation was to be improved. Following research into possible benefits of different methods of employee motivation, the business decided to introduce:</p> <ul style="list-style-type: none"> <li>• Bonuses for all production operatives if all monthly targets are met – these include number of bottles produced, the level of wastage and the number of working days lost due to sickness</li> <li>• More opportunities for production staff to attend training courses to improve their work-related skills</li> <li>• Flexible working</li> <li>• More opportunities to be involved in decision-making regarding the day-to-day operation of the production line.</li> </ul> <p>In small groups, learners could discuss what they believe to be the benefits and drawbacks to Business A of introducing its chosen methods of employee motivation.</p> <p>As an additional challenge activity, learners could recommend alternative methods of employee motivation for Business A and justify why these recommendations are suitable.</p>	30 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to																														
<p><b>Measuring the success of methods used to improve employee motivation</b></p>	<p>Learners could be provided with a scenario detailing information about a business which has recently introduced new methods of employee motivation. Learners should try to draw conclusions about the success of these methods.</p> <p>Here is an example scenario:</p> <p>Business A is an online retailer of sports equipment. Customers order and pay via the website and then the goods are delivered from the warehouse to the customer by Royal Mail. 90 warehouse workers alternate between three shifts so that the warehouse can operate 24 hours a day.</p> <p>Business B is a local sports shop. There are 6 staff who work in the shop including the owner. The shop opens Monday to Saturday. The business has a growing reputation in the local area as the staff are knowledgeable about many different sports and can advise customers on the suitability of different products available.</p> <p>Both businesses have gathered information to try to measure the success of new methods which were introduced 12 months ago with the aim of improving employee motivation.</p> <table border="1" data-bbox="551 823 1534 1233"> <thead> <tr> <th></th> <th colspan="2">Business A</th> <th colspan="2">Business B</th> </tr> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td>Positive feedback (% of customer reviews which were positive)</td> <td>67%</td> <td>72%</td> <td>89%</td> <td>95%</td> </tr> <tr> <td>Average number of visits per customer each year</td> <td>5</td> <td>5</td> <td>5</td> <td>6</td> </tr> <tr> <td>Sales revenue</td> <td>£6,500,000</td> <td>£6,800,000</td> <td>£235,000</td> <td>£240,000</td> </tr> <tr> <td>Mean duration of tenure</td> <td>11 months</td> <td>1 year 2 months</td> <td>9 years</td> <td>9 years</td> </tr> </tbody> </table> <p>In pairs, learners could discuss whether they believe that conclusions can be drawn from this information as to whether the methods introduced to improve employee motivation in each business have been successful. They could consider:</p> <ul style="list-style-type: none"> <li>• What conclusions (if any) can be drawn</li> <li>• What are the limitations of this data</li> <li>• What other information would be useful in order to draw more accurate conclusions about the success of the methods of motivation used.</li> </ul>		Business A		Business B			Year 1	Year 2	Year 1	Year 2	Positive feedback (% of customer reviews which were positive)	67%	72%	89%	95%	Average number of visits per customer each year	5	5	5	6	Sales revenue	£6,500,000	£6,800,000	£235,000	£240,000	Mean duration of tenure	11 months	1 year 2 months	9 years	9 years	40 minutes	
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# SUGGESTED ACTIVITIES

<b>LO No:</b>	4		
<b>LO Title:</b>	Understand the importance of monitoring and managing employee performance at work		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>Formal appraisal techniques</b>	<p>The tutor could introduce the different formal appraisal techniques by explaining what each one is. Alternatively learners could be tasked with researching each of the techniques listed in 4.1 of the Teaching Content. Learners may be interested to hear the tutor's experience of appraisal techniques used within the school/college.</p> <p>For each of the formal appraisal techniques, learners could be given scenarios summarising how employees feel after receiving feedback.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Henry has received negative feedback from an upward appraisal which has left him wondering which of his direct reports is unhappy with the way that he treats them.</li> <li>• Megan has had a meeting with her line manager to discuss her performance for the last year. She has exceeded the targets which she was set and is therefore going to receive a bonus.</li> <li>• Kerry has been asked to complete a self-appraisal. She doesn't want to seem overly confident when writing about what she has achieved during the year.</li> </ul> <p>Learners could consider:</p> <ul style="list-style-type: none"> <li>• How each employee feels, including the impact on that employee's motivation</li> <li>• The benefits of using that method of appraisal</li> <li>• The drawbacks of using that method of appraisal.</li> </ul>	30 minutes (dependent on the number of scenarios given to learners)	

Title of suggested activity	Suggested activities	Suggested timings	Also related to															
<p><b>Methods of monitoring employee performance</b></p>	<p>Appraisals monitor individual performance; however, the use of performance figures such as productivity, absenteeism and labour turnover rates monitor the overall performance of the business, i.e. the performance of all employees.</p> <p>Learners could be given a scenario. Here is an example:</p> <p>Business A is a company selling textbooks to schools. Sales staff are employed to visit educational establishments to promote the range of textbooks offered and customer service staff are employed to deal with telephone and internet enquiries. Performance management by objectives was introduced by the business in 2013.</p> <p>This table summarises performance information for the last two years relating to sales staff:</p> <table border="1" data-bbox="562 659 1464 963"> <thead> <tr> <th>Performance figures</th> <th>2013–14</th> <th>2014–15</th> </tr> </thead> <tbody> <tr> <td>Labour turnover</td> <td>12%</td> <td>10%</td> </tr> <tr> <td>Average number of days absent per employee per year</td> <td>18</td> <td>18</td> </tr> <tr> <td>Average revenue generated per year per employee</td> <td>£30,000</td> <td>£35,000</td> </tr> <tr> <td>Percentage of employees meeting performance management objectives</td> <td>52%</td> <td>70%</td> </tr> </tbody> </table> <p>In pairs, learners could 'evaluate the success of the method of monitoring employee performance implemented by Business A in 2013'.</p> <p>They could support their discussion by producing various written evidence, such as:</p> <ul style="list-style-type: none"> <li>• An explanation of performance management by objectives</li> <li>• With reference to the information in the scenario, a list of the benefits and drawbacks of performance management by objectives</li> <li>• A conclusion that considers whether introducing performance management by objectives has been a success</li> <li>• Recommendations with justifications for a method of monitoring the performance of the customer service employees within the business.</li> </ul>	Performance figures	2013–14	2014–15	Labour turnover	12%	10%	Average number of days absent per employee per year	18	18	Average revenue generated per year per employee	£30,000	£35,000	Percentage of employees meeting performance management objectives	52%	70%	45 minutes	Unit 3 LO2, LO3 Unit 8 LO2
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Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Benefits and drawbacks of different performance management tools</b>	<p>The tutor should ensure that learners understand the definitions of each of the performance management tools listed in 4.2 of the Teaching Content. This could be prior knowledge from talks by HR practitioners, providing definitions on a fact sheet or asking learners to research each tool.</p> <p>Once it has been established that learners understand the definitions, the tutor could write the different performance management tools on pieces of paper. Some may need to be written on more than one piece to ensure that all learners can take part in the task. The tutor may also decide to write a number on each piece of paper to identify in which order learners will be asked for their views.</p> <p>All learners will then draw a piece of paper from a 'hat'. Tutors should give learners thinking time to consider what they believe are the benefits and drawbacks of using the performance management tool written on the paper. This can be benefits and drawbacks to the business and/or employees.</p> <p>In turn, learners could be asked for their opinions whilst sat in a large group. If other learners have the same performance management tool then they can add to the ideas and opinions of the first learner chosen by the tutor. Alternatively, one could be asked for the benefits and one the drawbacks.</p>	40 minutes	
<b>Verbal tennis – understand the importance of monitoring and managing employee performance</b>	<p>Learners could be divided into two groups. Each group could write an agreed number of questions relating to the methods of monitoring and managing employee performance; a minimum of ten questions. They could also write the answers thereby building their knowledge.</p> <p>Once all questions and answers have been written (and checked by the tutor), a game of verbal tennis could be played where the questions set will be asked to the alternate group. This could also aid the tutor to identify where additional information/clarification may be required.</p> <p>Rules for verbal tennis:</p> <ul style="list-style-type: none"> <li>• You will need a (soft) ball</li> <li>• One person starts with the ball</li> <li>• Only the person with the ball can answer the question, with no help from anyone else in the team</li> <li>• Once a question has been answered, the ball is <i>passed</i> to a member of the opposing team</li> <li>• Everyone in the team must answer a question before a team member can answer a second question</li> <li>• If a question is answered incorrectly then the team asking the question wins the point</li> <li>• The team answering incorrectly 'serve' the next question</li> <li>• It is scored in the same way as tennis. Tutors can umpire games, sets and matches (whichever is appropriate for the number of questions written).</li> </ul>	50 minutes	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>The effectiveness of methods to monitor employee performance</b>	<p>Learners could be given cards with each of the methods of monitoring employee performance written on them. This should include the breakdown of different forms of appraisal and could also include examples of performance calculations (as per the Teaching Content in section 4.1).</p> <p>Learners then have to rank these in order of effectiveness; i.e. which method of monitoring employee performance do they believe will be the most effective, down to which they believe will be the least effective. This could be done by tacking the cards onto a wall to create a chart.</p> <p>The tutor should monitor the learners and ask questions to prompt discussion about their chosen ranking. For example:</p> <ul style="list-style-type: none"> <li>• Does it depend on the size of the business?</li> <li>• Does it depend on the purpose of the business e.g. to produce a product versus provide a service?</li> <li>• Does it depend on the aims and objectives of the business?</li> </ul>	20 minutes	
<b>Assessing the impact of performance monitoring and performance management tools on employee motivation/performance</b>	<p>By completing this task learners could reinforce their understanding of how businesses monitor employee performance and the performance management tools. It could also help to develop their justification skills.</p> <p>Statements could be placed around the room by the tutor such as:</p> <ul style="list-style-type: none"> <li>• I believe that a business should arrange appraisals for all employees and then pay bonuses if they have met most of their objectives</li> <li>• A grievance procedure can help to motivate staff</li> <li>• SMART objectives are always more achievable.</li> </ul> <p>There should be a variety of statements which will prompt learners to consider the 'what if'; e.g. in the first example above, can a business afford to pay bonuses to <i>all</i> employees? Should it be if <i>all</i> objectives are met rather than most being met?</p> <p>Learners should stand next to the statement which they think is the most accurate or which they agree with the most.</p> <p>Once they have all made a decision, the tutor should ask learners to explain their choice. Tutors could also use this to prompt debate between learners to justify why their choice is the most likely to improve employee motivation.</p>	25 minutes	

# SUGGESTED ACTIVITIES

LO No:	5		
LO Title:	Understand the importance of confidentiality within the human resources function		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Examples of confidential HR information</b>	<p>Learners could be asked to individually list the information which they believe that HR employees will have access to that must remain confidential. Once compiled, these lists can be used to produce a list which the whole group agrees on. The tutor may need to prompt learners to add additional forms of information e.g. learners may not have considered management information such as office/plant closures.</p> <p>To build on this, the tutor could provide examples of documents to small groups of learners e.g. a curriculum vitae, a copy of a passport, a planning application for a new store. Learners should consider the potential implications if this information was viewed or accessed by someone without authorisation.</p>	30 minutes	Unit 2 LO1 Unit 4 LO5
<b>Methods of maintaining confidentiality</b>	<p>Learners could be divided into six groups. Each group should research and discuss one of the methods of maintaining confidentiality as listed in 5.2 of the Teaching Content.</p> <p>One member of each group should then be nominated to go into the 'hot seat' and be questioned by other groups about the method researched. They should be able to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What is this method?</li> <li>• How does it help to maintain confidentiality?</li> <li>• What types/forms of human resource information could this be used to protect?</li> <li>• What could the repercussions be if this method failed to maintain the confidentiality of this information?</li> </ul> <p>Useful resources:</p> <p>Why is Confidentiality Important? Jules Halpern Associates LLC <a href="http://www.halpernadvisors.com/why-is-confidentiality-important/">http://www.halpernadvisors.com/why-is-confidentiality-important/</a> Although an American website, this provides useful explanation about the types of information that should remain confidential and possible methods of ensuring this.</p> <p>Tips for managing confidentiality in HR Andreea Hrab, eSkill blog <a href="http://blog.eskill.com/tips-managing-confidentiality-hr/">http://blog.eskill.com/tips-managing-confidentiality-hr/</a> An overview of methods which can be used by a business to maintain confidentiality.</p>	10 minutes research time plus questioning time.	Unit 2 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Why businesses maintain the confidentiality of documents and personal information</b>	<p>Learners could individually complete flow charts which build on the knowledge already gained from 5.1 and 5.2.</p> <ul style="list-style-type: none"> <li>• Each learner could be allocated a type/piece of information which the HR function should maintain the confidentiality of. This is the first step in their flow chart.</li> <li>• The next step will be the potential issues of this information becoming public.</li> <li>• The final step is how this information could be safeguarded.</li> <li>• Learners could display their chart on the classroom wall using small sheets of paper for each step/ explanation and pre-printed arrows to lead to the next step.</li> <li>• The whole group could then 'visit' each flow chart and listen to an explanation of what it shows, asking questions if they require clarification.</li> </ul> <p>The tutor could use this information to lead a whole group discussion to conclude why confidentiality is vital and whether the content of the information has any bearing on the seriousness of any repercussions should it become public.</p>	45 minutes	Unit 2 LO1 Unit 17 LO3
<b>Ranking information in order of importance i.e. which information is it the most important to maintain the confidentiality of?</b>	<p>To build on the previous activity, learners could be divided into pairs or groups. Each pair/group needs a washing line (piece of string) and some pegs. To add an additional 'fun' dimension, the tutor could write the names of different pieces of information, e.g. CV, bank details, passport, redundancy letters, on pieces of paper shaped like different clothes. Learners should peg the clothes onto the washing line in order of most important to keep confidential to least important.</p> <p>Learners could then compare their ideas with other pairs/groups and justify their opinions.</p>	10 minutes	Unit 2 LO1
<b>Why it is important for HR employees to maintain the confidentiality of documents and personal information</b>	<p>Learners could produce a training video for new HR employees which explains why it is important to maintain the confidentiality of documents and personal information. The inclusion of role play scenarios would help to add interest for the audience and encourage learners to apply their knowledge to a situation rather than being purely descriptive.</p> <p>If tutors do not have access to filming equipment then a podcast, presentation or fact sheet could be produced as alternatives.</p>	1 hour	
<b>Why is it vital to maintain the confidentiality of customer information?</b>	<p>Learners should write a tweet which explains why it is vital to keep <i>customer</i> information confidential. As it is a tweet it should clearly explain this in 140 characters or less.</p>	10 minutes	





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